

PERIODICAL ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.

JAN 19 1944

# THE LIBRARY QUARTERLY



VOLUME XIV · JANUARY 1944 · NUMBER 1  
THE UNIVERSITY OF CHICAGO PRESS

# THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

## BOARD OF EDITORS

*Managing Editor*

LEON CARNOVSKY

*Associate Editors*

RALPH A. BEALS

PIERCE BUTLER

CARLETON B. JOECKEL

WILLIAM M. RANDALL

DOUGLAS WAPLES

*Advisory Editors*

WM. W. BISHOP, Librarian Emeritus, University of Michigan, Ann Arbor

LESLIE E. BLISS, Librarian, Henry E. Huntington Library and Art Gallery, San Marino

ISAK COLLIJN, Director of the Royal Library, Stockholm

ARUNDELL J. K. ESDAILE, Former Secretary, British Museum, London

ERNESTO G. GIETZ, Librarian, Facultad de Ciencias Exactas, Físicas y Naturales, Colegio Nacional de Buenos Aires, Buenos Aires

IGINO GORDANI, Chief, Cataloging Department, Biblioteca Apostolica Vaticana, Rome

CLARA W. HERBERT, Librarian, Public Library of the District of Columbia

HENRI LEMAITRE, Hon. Librarian, Bibliothèque Nationale, Paris

CARL H. MILAM, Secretary, American Library Association, Chicago

FRANK A. MULLIN, Director of the Library, Catholic University of America, Washington, D.C.

RALPH MUNN, Director, Carnegie Library of Pittsburgh

HENRY B. VAN HOESSEN, Librarian, Brown University, Providence

EDWIN ELIOTT WILLOUGHBY, Chief Bibliographer, Folger Shakespeare Library, Washington, D.C.

LOUIS R. WILSON, Dean Emeritus, Graduate Library School, University of Chicago

The *Library Quarterly* was established by the Graduate Library School of the University of Chicago, with the assistance of the Carnegie Corporation, to fill the need suggested by a committee of the American Library Association for a journal of investigation and discussion in the field of librarianship. It is published in January, April, July, and October by the University of Chicago at the University Press, 5750 Ellis Avenue, Chicago, Illinois. The subscription price is \$5.00 per year; the price of single copies is \$1.50. Orders for service of less than a full year will be charged at the single-copy rate. Postage is prepaid by the publishers on all orders from the United States and its possessions, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Republic of Honduras, Mexico, Morocco (Spanish Zone), Nicaragua, Panama, Paraguay, Peru, Rio de Oro, El Salvador, Spain (including Balearic Islands, Canary Islands, and the Spanish Offices in Northern Africa; Andorra), Spanish Guinea, Uruguay, and Venezuela. Postage is charged extra as follows: for Canada and Newfoundland, 20 cents on annual subscriptions (total \$5.20), on single copies 5 cents (total \$1.55); for all other countries in the Postal Union, 48 cents on annual subscriptions (total \$5.48), on single copies 12 cents (total \$1.62). Patrons are requested to make all remittances payable to The University of Chicago Press in United States currency or its equivalent by postal or express money orders or bank drafts.

The following are authorized agents for the British Empire, except North America, India, and Australasia: The Cambridge University Press, Bentley House, 200 Euston Road, London, N.W. 1, England. Prices of yearly subscriptions and of single copies may be had on application.

Claims for missing numbers should be made within the month following the regular month of publication. The publishers expect to supply missing numbers free only when losses have been sustained in transit and when the reserve stock will permit.

Business correspondence should be addressed to The University of Chicago Press, Chicago 37, Ill.

Communications for the editors, manuscripts, and books for review should be addressed to the Managing Editor, THE LIBRARY QUARTERLY, Graduate Library School, University of Chicago, Chicago 37, Ill.

Applications for permission to quote from this journal should be addressed to The University of Chicago Press, and will be freely granted.

---

Entered as second-class matter January 2, 1911, at the post-office at Chicago, Illinois, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in United States Postal Act of October 3, 1917, Section 1103, amended February 28, 1925, authorized January 9, 1931.

[PRINTED  
IN U.S.A.]







# THE LIBRARY QUARTERLY

## BOARD OF EDITORS

### *Managing Editor*

LEON CARNOVSKY

### *Associate Editors*

RALPH A. BEALS  
PIERCE BUTLER

CARLETON B. JOECKEL  
WILLIAM M. RANDALL

DOUGLAS WAPLES

### *Advisory Editors*

WM. W. BISHOP, Ann Arbor  
LESLIE E. BLISS, San Marino  
ISAK COLLIJN, Stockholm  
ARUNDELL J. K. ESDAILE, London  
ERNESTO G. GIETZ, Buenos Aires  
IGINO GIORDANI, Rome  
CLARA W. HERBERT, Washington, D.C.

HENRI LEMAÎTRE, Paris  
CARL H. MILAM, Chicago  
FRANK A. MULLIN, Washington, D.C.  
RALPH MUNN, Pittsburgh  
HENRY B. VAN HOESSEN, Providence  
EDWIN ELIOTT WILLOUGHBY, Washington, D.C.  
LOUIS R. WILSON, Chapel Hill

VOLUME XIV

1944



THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO PRESS, CHICAGO  
AGENT: THE CAMBRIDGE UNIVERSITY PRESS, LONDON

PUBLISHED JANUARY, APRIL, JULY, OCTOBER, 1944

COMPOSED AND PRINTED BY THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO, ILLINOIS, U.S.A.



AmB

General  
Direct

## CONTENTS OF VOLUME XIV

### NUMBER 1, JANUARY, 1944

TRENDS IN UNIVERSITY EXPENDITURES FOR LIBRARY RESOURCES AND FOR TOTAL EDUCATIONAL PURPOSES, 1921-41 <i>Ralph E. Ellsworth</i>	1
PUBLIC LIBRARIES IN ST. LOUIS, 1811-39 <i>John Francis McDermott</i>	9
THE READING INTERESTS AND HABITS OF THE GRADUATES OF THE UNION THEO- LOGICAL SEMINARY <i>Harold Lancour</i>	28
THE STATE AS LIBRARIAN <i>John VanMale</i>	36
EFFECTS OF READING UPON ATTITUDES TO- WARD THE NEGRO RACE <i>Evelene P. Jackson</i>	47
FREDERICK P. KEPPEL: 1875-1943 <i>Louis R. Wilson</i>	55
JAMES CHRISTIAN MEINICH HANSON: 1864- 1943 . . . . . <i>J. Christian Bay</i>	57
THE CONTRIBUTORS TO THIS ISSUE . . .	60
THE COVER DESIGN <i>Edwin Elliott Willoughby</i>	61
REVIEWS . . . . .	62
BOOK NOTES . . . . .	91
BOOKS RECEIVED . . . . .	93

### NUMBER 2, APRIL, 1944

BRITAIN'S LIBRARIES AND THE WAR <i>W. C. Berwick Sayers</i>	95
PERSPECTIVE IN CATALOGING, WITH SOME APPLICATIONS . . <i>H. B. Van Hoesen</i>	100
THE SUBJECT CATALOG IN THE COLLEGE LIBRARY: THE BACKGROUND OF SUB- JECT CATALOGING <i>Patricia B. Knapp</i>	108
THE OCCUPATIONS OF REGISTERED BOR- ROWERS IN A PUBLIC LIBRARY <i>Walter H. Kaiser</i>	119
HERMANN ERNST LUDEWIG, 1809-56: BIB- LIOGRAPHER . . . . . <i>Alex Ladenson</i>	126
NOTABLE MATERIALS ADDED TO AMERI- CAN LIBRARIES, 1941-42 <i>John VanMale</i>	132
THE COVER DESIGN <i>Edwin Elliott Willoughby</i>	159
THE CONTRIBUTORS TO THIS ISSUE . . .	160

REVIEWS . . . . .	161
BOOK NOTES . . . . .	183
BOOKS RECEIVED . . . . .	185

### NUMBER 3, JULY, 1944

SPECIAL COLLECTIONS OF NEGROANA <i>Arna Bontemps</i>	187
JOHANN OPORIN, PRINTER, PUBLISHER, AND SCHOLAR: 1507-68 <i>Leona Rostenberg</i>	207
THE COVER DESIGN . . . . .	207
THE SUBJECT CATALOG IN THE COLLEGE LIBRARY: AN INVESTIGATION OF TER- MINOLOGY . . . . <i>Patricia B. Knapp</i>	214
SHOULD SCIENTISTS USE MICROFILM? <i>Ralph R. Shaw</i>	229
PETER FORCE, COLLECTOR <i>Louis Kaplan</i>	234
REVIEW ARTICLE: THE ANNUAL REPORTS OF THE LIBRARIAN OF CONGRESS <i>Jerrold Orne</i>	239
THE CONTRIBUTORS TO THIS ISSUE . . .	246
REVIEWS . . . . .	247
BOOK NOTES . . . . .	273
BOOKS RECEIVED . . . . .	275

### NUMBER 4, OCTOBER, 1944

THE REORGANIZATION OF THE LIBRARY OF CONGRESS, 1939-44 <i>Archibald MacLeish</i>	277
SUBJECT CATALOGS, CLASSIFICATIONS, OR BIBLIOGRAPHIES? A REVIEW OF CRITI- CAL DISCUSSIONS, 1876-1942 <i>Raynard Swank</i>	316
AN INVESTIGATION OF THE POSSIBLE RE- LATIONSHIP OF INTERBRANCH LOAN TO CATALOGING . . . . <i>Henrietta Quigley</i>	333
SOME CHICAGO LIBRARIANS OF THE NINE- TIES: FRAGMENTS OF AUTOBIOGRAPHY <i>William Warner Bishop</i>	339
THE COVER DESIGN <i>Edwin Elliott Willoughby</i>	349
THE CONTRIBUTORS TO THIS ISSUE . . .	350
REVIEWS . . . . .	351
BOOKS RECEIVED . . . . .	361
INDEX TO VOLUME XIV . . . . .	363

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

Bo  
Bo

# THE LIBRARY QUARTERLY

Vol. XIV

CONTENTS FOR JANUARY 1944

No. 1

TRENDS IN UNIVERSITY EXPENDITURES FOR LIBRARY RESOURCES AND FOR TOTAL EDUCATIONAL PURPOSES, 1921-41 - - -	RALPH E. ELLSWORTH	1
PUBLIC LIBRARIES IN ST. LOUIS, 1811-39 - - -	JOHN FRANCIS McDERMOTT	9
THE READING INTERESTS AND HABITS OF THE GRADUATES OF THE UNION THEOLOGICAL SEMINARY - - - - -	HAROLD LANCOUR	28
THE STATE AS LIBRARIAN - - - - -	JOHN VANMALE	36
EFFECTS OF READING UPON ATTITUDES TOWARD THE NEGRO RACE		
	EVALENE P JACKSON	47
FREDERICK P. KEPPEL: 1875-1943 - - - - -	LOUIS R. WILSON	55
JAMES CHRISTIAN MEINICH HANSON: 1864-1943 - - -	J. CHRISTIAN BAY	57
THE CONTRIBUTORS TO THIS ISSUE - - - - -		60
THE COVER DESIGN - - - - -	EDWIN ELIOTT WILLOUGHBY	61
REVIEWS:		
Deoch Fulton (ed.), <i>Bookmen's Holiday</i> - - - - -	WARNER G. RICE	62
Chalmers Hadley, <i>John Cotton Dana: A Sketch</i> - - - - -	CHARLES H. COMPTON	63
Dard Hunter, <i>Papermaking</i> - - - - -	STANLEY PARGELLIS	64
<i>Books Abroad: An International Literary Quarterly</i> - - - - -	JOSEPH H. SPEAR	64
Barrett H. Clark (ed.), <i>Favorite American Plays of the Nineteenth Century</i>		
	HENRIETTE C. K. NAESETH	65
Earl F. Robacker, <i>Pennsylvania German Literature</i> - - - - -	FELIX REICHMANN	66
Jacob Burckhardt, <i>Force and Freedom</i> - - - - -	PIERCE BUTLER	68
LeRoy Charles Merritt, <i>The United States Government as Publisher</i>	JEROME K. WILCOX	68
<i>Bibliografia brasileira, 1938-39</i> - - - - -	J. FRED RIPPY	70
Julian Amo (comp.), <i>Anuario bibliográfico mexicano de 1940, catálogo de catálogos, e índice de periódicos de 1941-42</i> - - - - -	LEWIS HANKE	70
C. C. Williamson and Alice L. Jewett (eds.), <i>Who's Who in Library Service</i>		
	LEON CARNOVSKY	71
Robert B. Downs (ed.), <i>Union Catalogs in the United States</i> - - -	DONALD CONEY	72
Elizabeth H. Thompson (comp.), <i>A.L.A. Glossary of Library Terms</i>	CECIL J. McHALE	74
William S. Gray (comp. and ed.), <i>Co-operative Effort in Schools To Improve Reading</i>		
	MILDRED HAWKSWORTH LOWELL	76
Effie L. Power, <i>Work with Children in Public Libraries</i> - - - - -	SIRI ANDREWS	77
<i>Leadership at Work</i> - - - - -	SUE HEFLEY	78
<i>National Survey of the Higher Education of Negroes, Vols. II and III</i>	JAMES A. HULBERT	79
<i>Handbook on Education and the War</i> - - - - -	STEPHEN M. COREY	81
The National Archives, <i>Handbook of Federal World War Agencies and Their Records, 1917-1921</i> - - - - -	JEROME K. WILCOX	81
Elmer Davis and Byron Price, <i>War Information and Censorship</i>	LE ROY CHARLES MERRITT	82
Committee on Recruiting Applicants for the Public Service, <i>Recruiting Applicants for the Public Service</i> - - - - -	HERBERT GOLDHOR	83
Ralph M. Dunbar and Emery M. Foster (comps.), <i>Public Library Statistics, 1938-39</i>		
	GEORGE C. ALLEZ	84
Helen L. Pardee, <i>A Story of the Akron Public Library</i> - - - - -	CHALMERS HADLEY	84
Department of Justice, <i>Library Manual</i> - - - - -	ARTHUR S. BEARDSLEY	85
Margaret Mann, <i>Introduction to Cataloging and Classification of Books</i>	WYLLIS E. WRIGHT	87
Marcelle Frebault (rev.), <i>The Picture Collection</i> - - - - -	DOROTHY BREEN	88
<i>Proceedings of the Fifth All-India Library Conference</i> - - - - -	HENRY B. VAN HOESSEN	88
Hal H. Smith, <i>On the Gathering of a Library</i> - - - - -	AGNES CAMILLA HANSEN	89
BOOK NOTES - - - - -		91
BOOKS RECEIVED - - - - -		93

**FREE** to readers of this Journal  
— for a limited time only —

**The University of Chicago Press  
Catalogue of  
Books and Journals  
1891-1941**

Prepared in celebration of the University of Chicago Fiftieth Anniversary, this *Catalogue* is a record of fifty years of educational progress. Scholars will find it an invaluable reference to almost 3,000 books and journals, including out-of-print volumes. Full bibliographical data and hundreds of extensive descriptions of important books. Includes a brief history of the Press by Gordon J. Laing, General Editor for thirty years.

432 pages, lavishly illustrated by cuts from the books themselves. Regularly priced at \$1.00  
Free upon request to The University of Chicago Press

## The Journal of Higher Education ■

Again in 1944, as during the past decade, more libraries subscribed to the *Journal of Higher Education* than ever before. Why? Ask their patrons.

Subscription \$3.00 yearly  
Special rate to libraries

Ohio State University  
Columbus, Ohio

"The finest anthology which has been compiled in the course of Canadian literature. . . . The Introduction itself is a brilliant piece of exposition."

—E. J. Pratt, Victoria College, Toronto.

## THE BOOK OF CANADIAN POETRY

*A Critical and Historical Anthology.* Edited by A. J. M. SMITH

A selection of the best poems written in English by Canadians, from the beginning of the nineteenth century to the present time—250 poems by 76 authors.

In his Introduction Mr. Smith gives an interesting sketch of the development of Canadian poetry. The selections of the poets are preceded by biographical notes varying in length from a single paragraph to three pages. The poems are grouped under the following chronological divisions:

- I. INDIAN POETRY AND FRENCH-CANADIAN FOLK SONGS
- II. PIONEER AND EMIGRANT: THE RISE OF A NATIVE TRADITION
- III. THE NEW NATIONALISM: "THE GOLDEN AGE"
- IV. VARIATIONS OF ROMANTIC SENSIBILITY
- V. MODERN POETRY: THE NATIVE TRADITION
- VI. MODERN POETRY: THE COSMOPOLITAN TRADITION

Published September 14 xviii+452 pages Text edition, \$2.75; Trade edition, \$3.50

THE UNIVERSITY OF CHICAGO PRESS

# THE LIBRARY QUARTERLY

Volume XIV

JANUARY 1944

Number 1

## TRENDS IN UNIVERSITY EXPENDITURES FOR LIBRARY RESOURCES AND FOR TOTAL EDUCATIONAL PURPOSES, 1921-41

RALPH E. ELLSWORTH

THE rate of growth exhibited by university-library book collections during the last fifty years represents a phenomenon the implications of which are puzzling to librarians and other university administrators. They are puzzling because librarians realize that, if this rate of growth continues, our present buildings, staffs, records, and organizations will soon become utterly inadequate. This situation has been described and discussed by Rider.<sup>1</sup>

During the 1920's funds for books seemed almost unlimited, and universities acquired collections of books and journal files at an astonishing rate. But with the depression years faculties and administrators quite inevitably began to consider the results of their twenty-year buying spree. If it could be said that the 1920's represented a decade of rapid and more or less unplanned (at least as far as inter-institutional programs are concerned) acquisition and that the 1930's represented a decade of more intensive evaluations, then surely the 1940's will represent a decade of ten-

tative evaluations plus vigorous attempts to use the evaluations as a basis for defining proper acquisition policies, both for individual institutions and for groups of universities.

Sufficient evidence can be found in the literature of higher education to justify the statement that university presidents, subject specialists, and librarians are beginning to concern themselves seriously with the problem of developing a national program of library acquisitions. Whether this can take the form of allocating responsibility to specific universities for collecting everything possible in a subject area, devising methods of relocating parts of existing collections to meet contemporary needs of scholars, shifting curriculums and schools, developing programs of duplicating collections by means of microprinting, or the more obvious method of providing subsidies to pay travel expenses of scholars who need to work in several collections remains to be seen. Preliminary discussions of the problem suggest that it is a complex one.<sup>2</sup> Perhaps not the most important or diffi-

<sup>1</sup> Fremont Rider, "Alternatives for the Present Dictionary Card Catalog," in William M. Randall (ed.), *The Acquisition and Cataloging of Books* (Chicago: University of Chicago Press, 1940), pp. 133-62.

<sup>2</sup> Mortimer Taube, "The Realities of Library Specialization," *Library Quarterly*, XII (1942), 246-56; Ralph E. Ellsworth, "Activities of the Colorado Conference of Librarians of Institutions of Higher Learning," *College and Research Libraries*, IV (1943),

cult problem, but still one that will tax our ingenuity, will be the development of a satisfactory method of describing and evaluating existing library collections. Until we know what materials are available, and where, further steps in developing a program of library acquisitions cannot be taken.

Most of the descriptions and evaluations of university library collections that have been made in recent years represent attempts to describe the holdings (or gaps therein) of particular institutions or groups of institutions.<sup>3</sup> Obviously, there can be no substitute for the case method of describing and evaluating a library collection in a manner that will enable a scholar to determine what it contains, but it should be remembered that this method needs to be supplemented by two others. First, guides should be prepared in terms of subject fields, so that, for instance, a scholar can find out which libraries have the material he wants on the poetry of Brazil. Second, facts are needed which will reveal trends in financial support of research collections. Such facts have little value in themselves; but, when used in connection with descriptive accounts of research

collections, they can be useful. If progress is to be made in assigning to certain universities responsibility for collecting in specific fields, the financial background of the institution is a factor of major importance.

The purpose of this paper will be to present facts concerning trends in book (the term "book" includes all types of library materials) expenditures of fifty-three of the most important universities (two of the largest arts colleges in the country are included in the group) over the last twenty years and also to present facts concerning trends in total educational expenditures of the same universities. The facts are presented graphically in terms of group averages. Thus, any university administrator who wishes to see how his own university book or total educational expenditures compare with the average for universities that are similar to it in size can do so by projecting its expenditures on the appropriate charts. The categories in which the data are arranged are self-explanatory. The figures are presented in semilogarithmic charts because the purpose of the study is to show changes in rates of expenditures.

The universities chosen for the study were intended to be the leading universities in the country. A few obvious omissions occur because some of the universities which should be on the list were unable to supply data, in some cases because pressure of war activities has made it impossible for the business offices to spend any time compiling data of this kind. Unfortunately, it was not possible to find in any printed source or from the records of any agency data on educational expenditures for the twenty-year period. These had to be obtained from the universities themselves. The fifty-three institutions included in the study are (ar-

233-38; American Library Association, Board on Resources of American Libraries, *Library Specialization: Proceedings of an Informal Conference Called by the A.L.A. Board on Resources of American Libraries, May 13-14, 1941* (Chicago: American Library Association, 1941).

<sup>3</sup> E.g., M. Llewellyn Raney, *The University Libraries* (Chicago: University of Chicago Press, 1933); Bibliographical Planning Committee of Philadelphia, *A Faculty Survey of the University of Pennsylvania Libraries* (Philadelphia: University of Pennsylvania Press, 1940); Robert B. Downs (ed.), *Resources of Southern Libraries: A Survey of Facilities for Research* (Chicago: American Library Association, 1938); Special Libraries Association, *Special Library Resources* (New York: Special Libraries Association, 1941); Mortimer Taube, "Surveying the Collections of a University Library," *Association of American Colleges Bulletin*, XXVIII (1942), 602-12.



anged by state): Arizona, California, University of California at Los Angeles, University of Southern California, Stanford, Denver, Colorado, Wesleyan, Yale, Idaho, Chicago, Northwestern, Illinois, Indiana, Notre Dame, Iowa, Iowa State, Kansas, Kentucky, Louisiana State, Johns Hopkins, Maryland, Harvard, Michigan, Minnesota, Missouri, Washington, Montana, Nebraska, Dartmouth, Rutgers, Princeton, New Mexico, Cornell, Columbia, New York University, Rochester, Syracuse, North Carolina, Duke, Cincinnati, Ohio State, Okla-

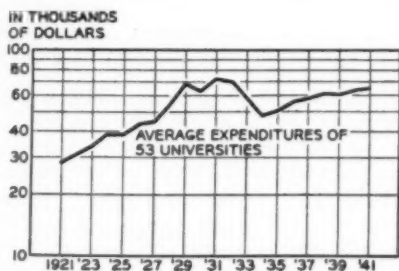


FIG. 1.—Expenditures for books in fifty-three universities, 1921-41.

homa, Oregon, Temple, Pennsylvania, Pittsburgh, Brown, Tennessee, Texas, Virginia, Washington, and Wisconsin. Some of the most obvious omissions are: Western Reserve, Buffalo, Tulane, George Washington, Joint Universities at Nashville, St. Louis, Boston, and Wayne. There are others, of course, that might have been included.

Two important trends are shown in Figure 1. First, the rate of increase in expenditures for books for the years 1934-41 is less than it was for the years 1924-31. Second, libraries have failed to regain, in terms of book expenditures, the position they held in 1931, which was the peak year of the twenty-year period.

Although a university may find it interesting to compare its expenditures

with the average of all fifty-three universities, it is obviously better to make the comparisons with universities that are similar to it in size. In Figure 2 the universities are divided into three groups—large, medium-sized, and small. Size was determined by enrolment, income, or general reputation or by a combination of the three. The twenty large universities are: California, Stanford, Yale, Chicago, Northwestern, Illinois, Iowa,

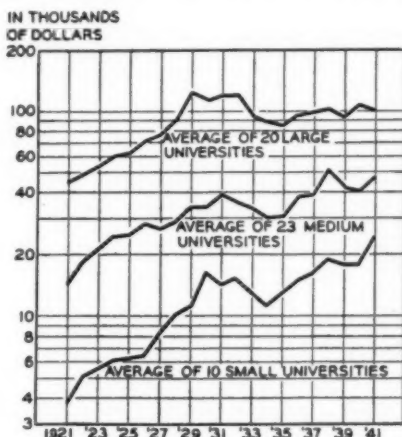


FIG. 2.—Expenditures for books in universities grouped according to size, 1921-41.

Johns Hopkins, Harvard, Michigan, Minnesota, Princeton, Cornell, Columbia, New York University, Duke, Ohio State, Pennsylvania, Texas, and Wisconsin. The twenty-three medium-sized universities are: University of California at Los Angeles, University of Southern California, Indiana, Iowa State, Kansas, Kentucky, Louisiana State, Missouri, Washington, Nebraska, Oklahoma, Dartmouth, Rochester, Syracuse, North Carolina, Cincinnati, Oregon, Temple, Pittsburgh, Brown, Virginia, University of Washington, and Colorado. The ten small universities are: Arizona, Denver, Wesleyan, Notre Dame, Idaho, Mary-

land, Montana, New Mexico, Rutgers, and Tennessee.

A comparison of the three groups shows clearly that the large university libraries have failed to recover from the effects of the last depression at the same rate as the medium-sized and small university libraries, even though the former

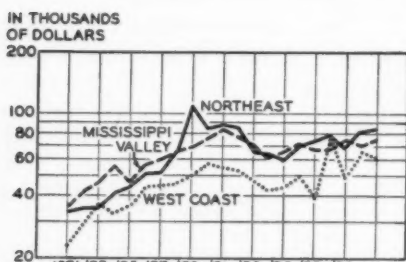


Fig. 3

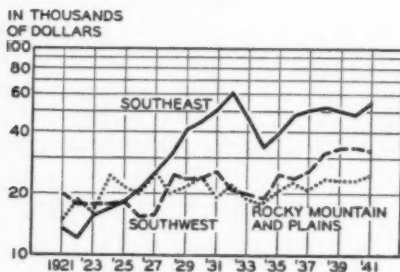


Fig. 4

FIGS. 3 AND 4.—Expenditures for books in universities grouped according to six regions, 1921-41.

still spend more money for books than do the latter. The small universities show the greatest rate of increase over the twenty-year period. The average medium-sized university is spending at the end of the twenty-year period approximately the same amount that the average large university was spending at the beginning of the period, whereas the average small university is spending at the end of the period considerably more than was the average medium-sized university at the beginning.

Figures 3 and 4 present a regional breakdown of the data. The universities included in each of the six regions are:

*Northeast.*—Wesleyan, Yale, Harvard, Dartmouth, Rutgers, Princeton, Cornell, Columbia, New York University, Rochester, Syracuse, Temple, Pennsylvania, Pittsburgh, and Brown.

*Mississippi Valley.*—Chicago, Northwestern, Illinois, Indiana, Notre Dame, Iowa, Iowa State, Michigan, Minnesota, Missouri, Washington (St. Louis), Cincinnati, Ohio State, and Wisconsin.

*West Coast.*—California, University of California at Los Angeles, University of Southern California, Stanford, Oregon, and Washington.

*Southeast.*—Kentucky, Louisiana State, Johns Hopkins, Maryland, North Carolina, Duke, Tennessee, and Virginia.

*Southwest.*—Arizona, New Mexico, Oklahoma, and Texas.

*Rocky Mountain and Plains.*—Denver, Idaho, Kansas, Montana, Nebraska, and Colorado.

A regional analysis of this kind is useful primarily because it shows changes in attitudes and ability of various sections of the country toward supporting research facilities. The scholar, of course, is interested in the library holdings of one institution in one or two areas of scholarship, not in the strength of the area in which his institution may be found. Nevertheless, he does need to pay attention to the strength of the collections in neighboring institutions because his institution may be weak in the literature of areas of scholarship related to his primary interest.

It is interesting to note in Figure 3 that the Mississippi Valley leads the Northeast in the period 1921-28, whereas the Northeast leads from 1928 to 1932. From the latter year on, the lead has changed six times in nine years. With the exception of two years—1923 and 1938—the West Coast has not changed its rate of expenditure in relation to the two other major regions.

Contrary to what is generally believed,

the Southeast stands considerably above the Southwest and the Rocky Mountain and Plains areas. Of course, it cannot be said that the same statement could be made if all the universities in the Southeast had been used in the tabulation instead of only the largest ones. From the point of view of a scholar interested in research collections, the base used here is probably better than one which included all universities, large and small.

The Rocky Mountain and Plains area is the only one of the six regions that does not have at least one university that is outstandingly large in relation to the others in the region. Thus, the Southeast has Duke, North Carolina, and Johns Hopkins (which possibly should have been included in the Northeast); the Mississippi Valley has Illinois, Michigan, Minnesota, and Chicago; the Northeast has Yale, Harvard, etc.; but the Rocky Mountain and Plains region's three largest libraries—Nebraska, Colorado, and Kansas—do not compare in size with the largest libraries in the other regions. This means that a scholar in this particular region will find poorer research collections at his disposal than he could find in any other region in the country. Foundations which are concerned with equalizing research facilities throughout the country might well keep this fact in mind.

The very rapid increase in the rate of expenditure from 1921 to 1932 in the Southeast is doubtless caused by the buying programs of Duke and North Carolina in that period. Figures for the Southwest are, of course, influenced pretty much by what the University of Texas has done.

Because there is considerable interest in the question of the future of privately supported universities in these days when large private incomes are taxed so heavily, it seemed worth while to divide the

fifty-three universities into two categories based on source of support and to compare the rates of expenditures of the two groups (Fig. 5). Between the years 1925 and 1932 the gap between the two groups steadily widened, but from 1932 to 1941 the gap has been closing again. The more rapid fluctuations of the line for the private institutions probably is the result of support based on gifts and endowments, as contrasted to support based on taxation. The present war emergency may cause the government to

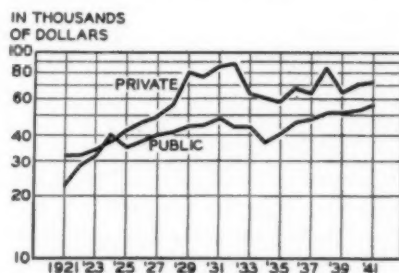


FIG. 5.—Expenditures for books in twenty-nine publicly supported and twenty-four privately supported universities, 1921-41.

introduce programs of taxation that will mean virtual confiscation of large fortunes, in which case the income of privately supported universities might be affected; but certainly the data presented in Figure 5 suggest that private universities did not suffer in the New Deal years of heavy taxation on large incomes (1933-40) relatively more than did publicly supported universities—at least, not so far as library book expenditures are concerned.

It should be noted that these data represent expenditures and not books added. Thus, since it is generally assumed that private universities receive more gift collections than do public universities, the figures presented do not paint a complete picture of library resources. The

assumption, of course, may not be correct.

Any university official who uses the data presented up to this point as a means of comparing the rate of expenditure for books with the average of other universities will inevitably wish to know how his university stands in total educational expenditures as well as in expenditures for library materials alone. An attempt was therefore made to secure from the presidents of the fifty-three universities a statement of their total educa-

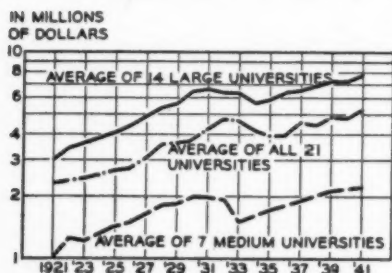


FIG. 6.—Total educational expenditures of twenty-one universities, 1921–41.

tional expenditures for the twenty-year period. Only twenty-one could or would supply the data for their institutions. However, the ones who replied—California, Chicago, Columbia, Cornell, Harvard, Illinois, Iowa, Johns Hopkins, Minnesota, New York University, Ohio, Princeton, Texas, Yale, Dartmouth, Indiana, North Carolina, Oregon, Washington (St. Louis), Washington, and Colorado—represent a fair cross-section of the entire group. In fact, after the tabulation was finished, data came in from three more universities (Denver, Temple, and Northwestern). A rough calculation shows that including them in the list would not change the direction of the lines enough to warrant reconstructing the tables. The author hopes that publication of this article may stimulate

enough interest among university presidents to make possible a follow-up study with a much larger number of universities included.

Because the expenditures for all educational purposes are so much larger than book expenditures, it is rather difficult to compare the data in Figure 1 with those in Figure 6. It is clear, nevertheless, that since 1933 the universities have allowed their library expenditures to fall behind in relation to their total educational expenditures. The average university spent more for educational purposes in 1941 than it did in 1932, whereas it spent less for books in 1941 than in 1932. It is also evident that the large and medium-sized universities kept the same relationship in terms of their educational expenditures over the twenty-year period. One exception to this statement would be the fact that expenditures started declining quicker (1931) in the medium-sized universities than in the large universities (1933).

When one compares the book expenditures of the public versus the private universities (see Figs. 5 and 7) with the total educational expenditures of the two groups, it is noticeable that in the years 1922–25 the publicly supported university expenditures for books rose proportionally higher than did their total educational expenditures. In other words, it would seem that they were making a special effort in those years to build up their libraries. Also, it should be noted that in 1938 the book expenditures of the privately supported universities rose rapidly, whereas the total educational expenditures did not.

If it can be assumed that the twenty-one institutions reporting represent a fair sample of all fifty-three included in the study, then it might be said from the data in Figure 7 that the expenditures of

the publicly supported universities are rapidly approaching those of the privately supported universities. It would be inadvisable to draw this conclusion, however, until the fact is proved by a further study of a larger number of institutions. The trend is clear for the twenty-one institutions included, even though it may not be for all fifty-three.

#### CONCLUSION

This article has presented in graphic form the book and total educational expenditures of some of the leading universities in the country for a twenty-year period. The primary purpose of the article is to present data which can be used. The secondary purpose is to point out trends in expenditures. By comparing the book and total educational expenditures of any particular university with the expenditures of the average of the universities which are similar in size, location, and source of income, it is possible for a given university to determine whether or not its expenditures have surpassed, fallen behind, or kept even with the other universities with which it is usually classed, in either a competitive or a co-operative sense. Such facts can be useful to administrators, librarians, and subject specialists who are evaluating their own universities and to educational foundations that are interested in investing money in university programs. Accrediting associations, too, might find the data useful in studying the expenditures of a given university in relation to group trends.

The data presented justify the following statements that are important to students of higher education.

First, both book and total educational expenditures reflect closely the economic conditions of the country, though they

both respond somewhat slowly to prosperity and depression. This, of course, is not news; it is merely a confirmation of what was generally believed.

Second, since the last depression, universities have not raised their rate of expenditures for books so rapidly or so high as they have raised the rate for all educational purposes. It is easy to understand why universities have hastened to raise salaries, buy laboratory equipment, and build new buildings in the post-depression years. Yet it must be remem-

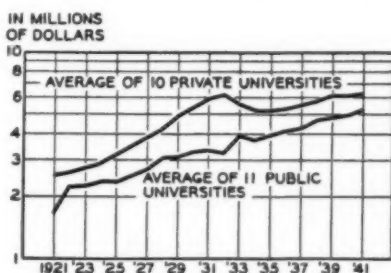


FIG. 7.—Total educational expenditures in publicly and privately supported universities, 1921-41.

bered that library-book purchases suffered, too, in the depression years. The facts presented here merely suggest the trend. It is not within the province of this article to say that the trend is right or wrong. It is proper, nevertheless, to say that everyone concerned should know what is happening.

Third, the small universities have increased their rate of book expenditures faster than have the medium-sized universities, and the medium-sized universities faster than the large universities. Inasmuch as the total educational expenditures of the medium-sized and large universities do not show the same trend, it would be interesting to know why and how the medium-sized and small universities have found it possible to lay so

much emphasis on book expenditures, relative to what the larger universities have done.

Fourth, the difficulties the author encountered in collecting statistics for the study indicate that important facts and figures of American universities are not properly collected and published in spite of the fact that several agencies exist for that very purpose. Statistics on university libraries are more readily available

than are statistics on other aspects of university life, but even these are not complete. If all administrators could agree that facts about their institutions possess public value, importance, and interest, it might be possible to get better reporting—both for current years and for the last twenty-five. If the statistics were readily available, valuable studies on the development of various aspects of university life might be made.



## PUBLIC LIBRARIES IN ST. LOUIS, 1811-39

JOHN FRANCIS McDERMOTT

### I

THE honorable, though somewhat troubled, history of the first public library in St. Louis has remained almost entirely unknown.<sup>1</sup> A subscription library, like the institutions in Cincinnati, Lexington, and Louisville, it was certainly on a par with any of its fellows west of the Alleghenies. Its collections were reasonably large for the time and place, and they were varied and representative. The history of the St. Louis Library Association over a period of fifteen years forms an interesting bit of social history in the growing West.<sup>2</sup>

Although the St. Louis Library was the first to enjoy continuous life, there were earlier attempts to establish subscription libraries. The first of these is known only

<sup>1</sup> In his *The Literature of the Middle Western Frontier* (2 vols.; New York: Columbia University Press, 1925), Ralph Leslie Rusk gives it something less than half a page (I, 69). For similar libraries in other western towns see I, 67-69.

<sup>2</sup> It must be remembered that the reading habits of St. Louisans are by no means to be measured by the data to be presented in this article. For a better understanding of quantity and variety of books in St. Louis consult also my *Private Libraries in Creole Saint Louis* (Baltimore: Johns Hopkins Press, 1938); "Scientific Books in the Early West," *School and Society*, XL (1934), 812-13; "Books on Natural History in Early Saint Louis," *Missouri Botanical Garden Bulletin*, XXIII (1935), 55-62; "Voltaire and the Freethinkers in Early Saint-Louis," *Revue de littérature comparée*, XVI (1936), 720-31; "Everybody Sold Books in Early Saint Louis," *Publishers' Weekly*, CXXXII (1937), 248-50; "Best Sellers in Early Saint Louis," *School and Society*, XLVII (1938), 673-75; "The First Bookstore in Saint Louis," *Mid-America*, 21 (1939), 206-8; and "A Miscellany of Private Libraries in Saint Louis, 1811-1847" (in progress). Although these studies will give a fairly good idea of books in St. Louis, they do not pretend to form a complete record of books available.

by a "card" in the *Louisiana Gazette* of Thursday, February 14, 1811. The "inhabitants of St. Louis and its vicinity" were informed that "the benefits that would result from a PUBLIC LIBRARY in this town, must be obvious to all." A meeting was, therefore, called "of all such as may feel disposed to contribute something towards its commencement." This gathering, to be held on the sixteenth at the home of Henry Capron, was to consider also

the propriety of making an arrangement with the Trustees of the Town, so that a room or rooms, proper for the reception and safe keeping of Books, may be furnished above the market house; and which may also serve as Museum for such natural curiosities, as may be offered.<sup>3</sup>

The next display of interest in the idea of a public library came from an enterpriser; it was to be an adjunct to a business. On May 13, 1818, Messrs. Kimball and Ward announced the opening of a "Reading Room & Punch House" on the corner of Main and Second streets, next door to the *Gazette* office. Here the individual thirsty for news would find "newspapers and other literary productions . . . regularly received from various parts of the Union," and he would also discover that "their Bar will be always supplied with the most genuine liquors."<sup>4</sup> How long this "literary" establishment endured I do not know, but the idea of a reading room, maintained almost always in con-

<sup>3</sup> Proposals for the new Market House had been advertised in the *Gazette* on January 31.

<sup>4</sup> *Missouri Gazette*, May 15, 1818.

nection with some business, continued to be popular even after the founding of the St. Louis Library. The *Missouri Advocate* and *St. Louis Enquirer*, for instance, on February 25, 1826, pointed out that it had "an extensive exchange with the most valuable public Journals published in the United States," concerning commerce, agriculture, politics, law, science, religion, and other subjects. It had, therefore, "fitted up a READING ROOM in the *Advocate Office*, for the accommodation [*sic*] of our PATRONS and the entertainment of STRANGERS: to whom, the room will be at all times accessible." Later (1828) one H. P. Bradbury established the Post Meridian Reading Room, which he offered for sale in August, 1829.<sup>5</sup> Louis Oldenburg in 1830 opened "Washington Hall," a hotel, on Church street. The next year he announced that "a *Reading Room* will be attached to the establishment, where those who are fond of indulging their various mental appetites, may have an opportunity of passing their 'idle hours, not idly spent.' " He expected to receive for his guests "many of the most valuable Literary and Political Journals of the United States."<sup>6</sup> The St. Louis Reading Room<sup>7</sup> and the Franklin Circulating Library (run by S. W. Meech, the proprietor of the Franklin Book Store) were two more of the commercial substitutes for libraries.<sup>8</sup>

The first genuine effort at organizing a library was that made in 1819 by the St. Louis Debating Society. "The St. Louis Library Company" was to have a capital stock of \$5,000 in two hundred

transferable shares of \$25 for which subscribers were to pay \$5 in cash and the remainder in equal parts at three-month intervals. After expenses were met, the balance was to be used in the purchase of books. Subscription books were to be opened at ten o'clock on March 10 at the store of Dr. Nelson and at Mr. Bennet's tavern; if the entire lot of shares was not subscribed, the managers were to have the power to sell, at discretion, the remaining shares for the benefit of the company. As soon as all shares (or at least fifty) were taken, a meeting of shareholders would select five of their number to be managers, and all subsequent elections were to be held on the first Monday in June and December. The managers, who received no compensation, were to make by-laws, rules, and regulations and to appoint a librarian, who was to give bond for not less than \$2,000. Subscribers were to be allowed, if they wished, to pay for shares "in such books as the managers shall approve of, at a fair valuation by disinterested persons." The commissioners chosen by the Debating Society for the conduct of the new venture were Thompson Douglass, Horatio Cozens, Jeremiah Connor, Henry W. Conway, and Arthur Nelson.<sup>9</sup>

That the organization met with some success is certain, for a meeting of stockholders of the St. Louis Library Company was held at the courthouse on August 21, 1819. Benton, Bates, Gray, Cozens, and J. Barton were elected managers, and this board chose Isaac Barton for librarian. Notice was given to stockholders to pay their first and second instalments before November 1 next, and those who offered books were to meet Saturday at the Courthouse in order that the managers might examine their offer-

<sup>5</sup> *Missouri Republican*, November 25, 1828; January 6 and 20, February 10, April 28, August 4, 1829.

<sup>6</sup> *St. Louis Times*.

<sup>7</sup> *Missouri Republican*, July 5 and 19, September 13, 1831.

<sup>8</sup> *Ibid.*, January 1, 1833.

<sup>9</sup> *Missouri Gazette*, March 3, 1819.



ings.<sup>10</sup> Two further notices round out the history of this organization. On January 4, 1820, the directors met. It was their hope to collect \$2,000 quickly in order to send East for books. They also gave warning that unless subscribers paid their first and second instalments by January 19, their shares would be forfeited.<sup>11</sup> Neither the enticements they offered nor their threats were sufficient to win financial support. On December 20, 1820, the *Missouri Gazette* announced that the plan for a "Public Library and Reading Room" had been abandoned.

## II

The actual beginning of the first permanent library in St. Louis may be found in a letter addressed to the "Citizens of St. Louis" by one who signed himself "Franklin." The communication is lengthy but it was typical of the attitude in its time and it offered a plan of action.

Among the duties of Citizenship is to be [reck]oned that of improving the moral and [intel]lectual condition not only of ourselves [but] of society at large according to our [seve]ral means and abilities. There is a [hope] of accomplishing this desirable object] which I am about to propose to my [fell]ow citizens, that cannot but meet with [the] approbation of every man who takes [the] least interest in the state of society [of t]his city. If adopted, it will not only [ben]efit ourselves, which should be per[h]aps its primary object, but will procure [us t]he thanks of those who come after us [in o]ther generations. It is the institution [of a] public Library.

This proposal may have an alarming [eff]ect on some, who may surmise that it [is] an awful squinting toward *their pocket*. That alarm will, I apprehend be rel[i]ev'd, when they consider the subject [mo]re in detail.

As to the effects of such an institution, if [properly] established and managed, there can be no doubt. There are not in this [cit]y, any

public amusements as in most [ot]hers, or any thing to supply their place [wh]ich may innocently occupy our leisure [ho]urs. In consequence of this, there is [no] doubt, that many have resorted to cour[s]es which have proved seriously injurious [or] completely ruinous. One object of a [li]brary therefore would be to furnish each [on]e who has a taste for it, with the means [of] reading, and thus to cultivate his taste, [in]form his mind and employ his leisure in [so]mething which is not harmful to him[s]elf or his neighbor.

Another object is to bring within the [r]each of every class of our citizens the [m]eans of information as regards their par[t]icular occupation or employment. There [is] no species of trade or business which [m]ay not receive benefit from the exper[i]ence of past ages as recorded in books, [a]nd there is no man, however low his con[d]ition, who is not humanized and civilized [a]nd raised in the scale of being by an ac[qu]aintance with books; or who will not [f]eel himself benefited by an attention to [t]hose works which have been written on [h]is own particular occupation. The dis[c]coveries of the last half century, have [w]rought great changes in all the arts of [l]ife. The knowledge of these improve[m]ents are as necessary in Missouri as in other states.

A public library would in a great measure, supply the deficiency of private ones of which there are but few in this place, and those for the most part very limited. The few that are to be found are of no use except to their owners, who dare not trust a volume beyond the limits of their own vision; so careless are most of us in returning it to its owner.

I might mention the inestimable advantage of knowledge to our country, the government of which being republican, is entirely based on the *public will*; *which will*, if it be not well informed, must betray the nation into errors difficulties and ruin. Every citizen is here a portion of the sovereignty. How immensely important, therefore, is it that he should be well instructed in history and politics in as much as it is possible that *his* vote might be the pivot on which, measures of prosperity or of disaster might turn.

Who is there that does not wish the mind of his children well imbued with various kinds of knowledge, both useful and ornamental, in order that they might hold a respectable rank in society, and may have those resources of amusement and pleasure to be derived from

<sup>10</sup> *Ibid.*, October 6, 1819.

<sup>11</sup> "Report of Isaac Barton, Librarian," *St. Louis Enquirer*, January 12, 1820.

books which even amidst the pangs of adversity blunts half its sting? As native-born citizens, they have a right to knowledge; that if their talents qualify them, they may run the career of Franklin, Rittenhouse, Washington and Jefferson; and *that* parent who will not bestow it, possessing the means, robs the republic of the faculties of one of its members and is cruel towards his own flesh and blood.

I do seriously believe that an institution of this kind established and conducted on proper principles would be of incalculable service. The character of our citizens would, if I may so express myself, become more *mental*, and less frequently be contaminated with the grosser vices. It is of the nature of literature to refine and purify. Society would insensibly become more polished and elegant. The youth would draw his amusement from this foundation, rather than from the troubled waters of vicious indulgence; and not only make true the proverb that "knowledge is power," but that, to some extent, it is also *wisdom*.

It is however unnecessary to multiply reasons for the establishment of such an institution, as I am persuaded that most, if not all my fellow citizens are thoroughly convinced of its probable utility. They are aware that public libraries exist in most of the towns and cities in the United States and in the civilized nations of Europe. In some portions of this country every little village has its library, its little depository of the wisdom of past ages and of the accumulated knowledge of the present. It will be more immediately to my purpose, to prove the *feasibility of the establishment of such an institution here*.

With regard to this part of the subject it is necessary that the city library should be on the most *liberal and republican plan*. Every citizen who should conform to the regulations should have access. Many of the French would probably take an interest in it, if not for themselves, for their children and from public spirit.

The library might be commenced first by soliciting donations of books, and secondly by a small annual subscription.

1st. As to donations of books, there is no doubt that many would make them to the library if once established. It would be better for them to do so than to lend their books till they are lost, which is the case with most who own them. Many who are about leaving the place after a short residence would deposit what books they might have in a public library. It

would be proper to receive all so presented, at least for a time although the books obtained in this way might in most instances be soiled, or not of much intrinsic value, yet they would form a commencement of the institution.

2nd. Could not 100 subscribers be obtained in St. Louis? Suppose they should pay an annual subscription of \$3 each. This would make \$300 which would purchase at least 100 volumes. But it is probable that some of our public spirited and wealthy citizens would advance a much larger sum for the first year and perhaps annually. They could not make donations for a more noble purpose. It is the bestowing of alms to feed, sustain and nourish the mind. It would have the effect to improve the state of society in which they and their children are to spend their days. With this small beginning we might have a respectable library in a few years. But I am persuaded that we could commence with more ample means. I have heard no person speak of this subject, who has not expressed a deep interest in it, and a strong desire that a library might be established. But whatever the funds with which we might commence, might be, whether great or small, it is of the utmost consequence that the institution be immediately founded. The existence of it here, is of much more importance than the amount of funds with which it goes into operation. Once established, it will gradually increase in respectability and popularity as its utility is felt and seen; and whenever it is to be established there will be the same difficulties to surmount as at present.

If my fellow citizens who are favorable to this undertaking would have a meeting they might appoint a committee to draft a constitution which when accepted would complete the organization of a Library Society. They might then choose proper officers and proceed to get subscriptions and solicit donations.

FRANKLIN<sup>12</sup>

Public opinion apparently was stirred. The *Missouri Republican* on January 19, 1824, expressed the opinion that "if some of our old and most respected citizens would take the lead in this affair, it would

<sup>12</sup> *Missouri Republican*, Wednesday, December 24, 1823. In the copy available to me at the Missouri Historical Society of St. Louis the first column of this article is damaged.

unavoidably succeed. They would confer a benefit on the rising and future generation greater than anyone would imagine without reflection." A week later those "Citizens of St. Louis, friendly to the establishment of a 'Circulating Library'" were asked to attend a meeting at the mayor's office on Wednesday, at seven o'clock, at which a constitution would be submitted.<sup>13</sup> The meeting was duly held on the twenty-eighth; William Carr Lane, the mayor, presided, and Archibald Gamble acted as secretary. With various amendments added, the constitution drawn up by Charles S. Hempstead was adopted. The Rev. Salmon Giddings, Wilson P. Hunt, Josiah Spalding, Captain Gabriel Paul, Horatio Cozens, James H. Peck, and Daniel D. Hough were named as a committee to receive subscriptions and to call a meeting for the election of directors. Shares were \$5.00, to be paid in money or in books; all shares were transferable; each share was to be taxed \$2.00 annually. A subscriber might take as many shares as he wished and would be allowed one vote for each share he held.<sup>14</sup>

At the meeting of the St. Louis Library Association on the evening of February 9, the committee announced that it had received from about fifty persons some eight hundred volumes, valued at \$1.00 each, as well as \$38.00 in cash.

A considerable portion of the books consists of valuable and standard works in good condition, while it cannot be denied that another portion is made up of works of inferior merit. These were received on the ground that the true policy of the institution required that all contributions should be taken as far as possible in order to increase the number of shares, as also the number of individuals who should become members at the commencement.

The directors elected for the first year were: Salmon Giddings, William C. Carr, Wilson P. Hunt, John Shackford, Gen. Bernard Pratte, Josiah Spalding, and Marie Philippe Leduc.<sup>15</sup> The by-laws, as published in the *Missouri Republican*, on Monday, March 8, 1824, made the following provisions:

SEC. 1st. It shall be the duty of the Librarian to keep the Library open for the reception of books from 9 till 12 o'clock A.M. and from two till 5 o'clock P.M. for the delivery of books on every Saturday, and to keep a fair and regular account in the Library book of the name of the person and the number of the book. It shall also be his duty to keep an accurate account of and to account to the Treasurer monthly for all moneys received by him.

SEC. 2d. It shall be the duty of the Librarian to examine the books when returned to assess fines for damages done to books & charge the same to the borrower and enter in a book the nature of the injury the number of the book and the page or pages injured.

SEC. 3d. Every share holder shall be entitled to the use of one volume octavo or of larger size or of two volumes duodecimo [*sic*], or of smaller size, at a time on each share, provided however that no person shall take at any time the first volume of more than one work.

SEC. 4th. Every person shall return his book or books on the return day by 12 o'clock, under the penalty of six and one fourth cents, on each volume, not returned by that time; and no person shall keep a book from the Library more than two weeks, under the penalty of twenty-five cents, for the first week, in addition to the above fine, and twelve and a half cents for each week after, that such book is detained.

SEC. 5th. No book shall be taken from the Library or returned to it without the knowledge of the Librarian, or in his absence, without the knowledge of the person acting in his stead, and every person shall return and receive his books at the desk or table of the Librarian, and no person but the directors shall enter within the railing, or take down or remove any book without leave of the Librarian.

SEC. 6th. When two or more persons apply for the same book, on the same day, and before delivery it shall be loaned to him who will give most for the privilege of reading it first.

<sup>13</sup> *Ibid.*, Monday, January 26, 1824.

<sup>14</sup> *Ibid.*, February 2, 1824.

<sup>15</sup> *Ibid.*, February 9, 1824.

SEC. 7th. Any person damaging or abusing a book shall be obliged to make good all damages, which shall be charged to the borrower in the following manner. For tearing off the cover, the price of rebinding the volume; for every spot of grease or ink, six & one fourth cents; for tearing out a leaf or soiling a page, from twenty-five cents to the price of the volume or set, at the discretion of the Librarian subject to an appeal to the Directors.

SEC. 8th. The Librarian shall assess all fines, not exceeding fifty cents, subject to an appeal to the Directors; larger damages shall be reported to the Directors.

SEC. 9th. A catalogue of the books shall be kept, where it may be inspected in the Library room; and a copy of the By-Laws shall be posted up in the Library room, and kept there by the Librarian.

SEC. 10th. The time for paying the tax and all other dues shall be on the Saturday preceding the second Monday in August and February, in each year. All dues shall be paid to the Chairman of the Board of Directors at the Library room or to the Librarian or some person authorized by the chairman, and on his receipt.

SEC. 11th. No share-holder shall be permitted to vote for Directors until all dues are paid, nor shall he draw any books from the Library after the tax becomes due until all dues be paid.

SEC. 12th. Any share-holder may draw books on his written order.

SEC. 13th. Any person making a donation, at any one time, of one hundred dollars, shall be entitled to two shares to him and his assigns, free of tax, subject in other respects to the regulations of the Library.

SEC. 14th. The Librarian may if he pleases deliver books at other times than is herein specified, but such books shall always be considered as loaned on the preceeding Saturday.

SEC. 15th. The Librarian is at liberty to admit into the Library room any persons, at any time, when it may not incommode others, for the purpose of reading and consulting books; provided they compensate him for his trouble.

SEC. 16th. All books shall be entered on the catalogue & numbered before they can be loaned out.

SEC. 17th. On the Saturday preceding the first Monday in February, the Directors shall

attend at the Library room and carefully examine the books and make out their report of the state of the Library, which report shall be read at the annual meeting. On that Saturday all books shall be returned for the purpose of inspection, notice of which return shall be set up in the Library room by the Librarian two weeks previously.

SEC. 18th. When any person shall have lost one volume of a set, he may take the remainder on paying for the whole set, at the valuation of the Directors.

SEC. 19th. Transfers of shares shall be made by an endorsment on the certificate specifying the name of the assignee, and signed by the assignor; which transfer shall be recorded by the Secretary, the certificate being presented to him together with a certificate from the Chairman or Librarian that all dues thereon are paid before books can be drawn by the assignee.

SEC. 20th. No other words shall be spoken in the Library room, but those necessary to address the Librarian for the purpose of delivering and receiving books.

SEC. 21st. Books may be loaned to any person on his depositing with the Librarian a sum of money equal to the value of such books or set with fifty per cent advance subject in all things to such restrictions and regulations as share holders, at the following rates, viz:

For 1 vol. Octavo or of larger size 12½ cents per week.

For 1 vol. duodecimo or of smaller size 6½ cents per week.

SEC. 22d. The Chairman shall pay over to the Treasurer monthly, all moneys received by him on account of the association.

The enthusiasm with which the library was organized is perhaps best illustrated by a satirical attack sent to the *Republican* by one of the local wits:

#### MESSRS. EDITORS:

As it is probable you are not favored with an exchange of papers with the editors of the *Vide Poche Chronicle*, I herewith transmit to you an extract from one of the late numbers of said paper, for an insertion whereof in the *Republican*, the world will doubtless be much your debtor.

JACQUES SINGLINGS

NATIONAL LIBRARY OF THE ANCIENT  
KINGDOM OF VIDE POCHÉ

It must be highly gratifying to the friends of literature to learn, that a subscription has lately been opened in this ancient Kingdom, at the Royal Palace of Tshwieulp, and also, at White Hall and Singlings Houses, for the purpose of establishing a Vide Poche National Library, to consist of all ancient and modern works of every discription, in all the learned dead, and living languages. The value of this collection will be enhanced beyond vulgar conception, by the addition of that invaluable unheard of work called emphatically the *Book of Divers*, consisting of 17859 Volumes, Huge Folio, new edition from the Antipodean Green Letter, embellished with 97777 elegant plates, engravings and wood cuts; each being 16½ by 10 feet in size with notes and explanations by the Editor. This work is of the highest antiquity. It reaches far beyond "time where-of the memory of man runeth not to the contrary," & descends down to the close of the 17th century. It is a complete universal Library of itself. Each Vol. is so cunningly constructed that 20 men may read it at the same time, without interfering with each other, marvellously resembling a necromantic machine of exorcism. The impressions is extremely small, almost invisible to the naked eye, but swells to full size by the use of Microscopes, which will be furnished to the readers gratis, the use of which is said not to be prejudicial to the vision. This invaluable work is said to be a donation of the nobly munificent Duke of Whul. To the Wittenagemote and Aula Regis of the realm, and which is the only copy now extant.

This enterprising nation (*mirabile dictu*) is also engaged in opening a vast canal, to communicate directly with the country of the *Antipodes* a nation which lives far under ground, (see head, Inland navigation, same paper).<sup>16</sup>

We hear no more of this organization until January 18, 1825, when Josiah Spalding, secretary, gave notice of the annual meeting of shareholders for the second Monday in February (the fourteenth). Persons having books out were

told to return them by February 5, that all books might be inspected and a report prepared concerning the condition of the library.<sup>17</sup> On the day of the meeting the *Missouri Republican* in an editorial note recommended

... the St. Louis Library to the patronage of all the liberal minded, and particularly to those who are permanently interested in the prosperity of St. Louis. That it will flourish, there is no doubt; but that it may immediately become useful to any considerable extent, requires the fostering care of the citizens while it is yet in its infancy. Rees' Encyclopaedia, has been sent for, as we understand, and will be here as soon as a purchase can be effected and the books safely forwarded from Philadelphia. The desideratum of a private library, can be supplied to each individual by a very moderate contribution to this praise worthy institution.

The report presented that day to the shareholders at the office of the *Register* showed the library to be in a flourishing condition. Eleven hundred and six volumes had been "labelled, numbered and put on the shelves for use"; at the annual inspection, seven volumes, charged to five persons, had been found missing. The treasurer reported receipts of \$175.75, incidental expenses of \$53.13. Of the balance, \$120 had been appropriated to buy *Rees's Cyclopaedia*. One hundred and eighty-one certificates for shares had been issued, and, of one hundred and ninety-nine catalogs printed for the use of shareholders, one hundred and seventy remained on hand. Joseph A. Wherry, who had acted as librarian for the past year, was given a vote of thanks and a present of \$20.00 to be paid out of "first receipts." The mayor and aldermen were thanked for furnishing a library room.<sup>18</sup>

<sup>17</sup> *Ibid.*, Monday, January 24, 1825.

<sup>18</sup> *Ibid.*, Monday, February 21, 1825. The Historical Records Survey's "Preliminary Check List of Missouri Imprints, 1808-1850" ("American Imprints Inventory," No. 1 [Washington: Historical Records Survey, 1937]) does not list this catalog.

<sup>16</sup> *Ibid.*, Monday, March 22, 1824. "Vide Poche" was the nickname for the neighboring town of Carondelet, now a part of St. Louis.



Reports for the next several years are thin, but they suffice to show that the library continued in existence. Charles S. Hempstead, chairman of the board of directors, on February 9, 1826, gave notice to shareholders of the annual meeting for election of directors.<sup>19</sup> The only notice during the next year illustrates the chronic trouble of such an institution. Peter Ferguson, secretary, announced on March 7, 1827, that

all forfeitures of shares arising from neglect of payment of taxes, [will] be remitted up to the first Monday in February last; and on application of the holder of any share to the Librarian, the same shall be restored, if application be made previous to the first Monday in August next—subject, however, to the by-laws in relation to fines.<sup>20</sup>

The notice of the annual meeting to be held February 11, 1828, was signed J. A. Wherry, librarian,<sup>21</sup> that for February 8, 1830, by John F. Darby, secretary,<sup>22</sup> and that for the quarterly meeting of the directors on May 8, 1830, by E. P. Lovejoy, secretary.<sup>23</sup>

### III

By the spring of 1832 the library had passed through a period of great distress. The stockholders, failing to elect officers in 1831, had thereby forfeited the charter of the institution. By the act of incorporation the property of the library was now vested in the last board of directors. At a meeting of stockholders called for the purpose it was decided that "the Board of Directors shall transfer the right to the books &c. belonging to the Library, to a similar Institution com-

posed of the same shareholders, who should pay the debts of the Library and continue it in existence." Such a conveyance was accordingly made on October 5, 1831, on the condition that the old debts and back dues be paid within one year.<sup>24</sup>

The next announcement concerning the library I find in the *Missouri Republican* of November 13, 1832. Readers were notified that the "St. Louis Library . . . will be opened to the public this week . . . measures are about to be taken which will place it upon an equal footing with the best Circulating Libraries in the Western country." In the same issue a further statement, signed "St. Louis Library, Town Hall, Nov. 13," informed the members of the institution that until further notice "the Library will be open for the delivery and return of Books, on the evenings of the first and third Saturdays in each month, from candle light until nine o'clock," beginning the next Saturday. Those desiring to become members could apply at the library or to any of the directors.

The special measures referred to on November 13 apparently were published in detail on the first day of the new year; unfortunately, no record of them is extant.<sup>25</sup> The great revival of activity at the library, however, is clearly indicated by the fact that the *Republican* at least sixteen times more during the year carried further news concerning it. We read

<sup>19</sup> *St. Louis Times*, March 10, 1832. Archibald Gamble signed as trustee; Joseph A. Wherry was authorized to collect the debts. Shareholders were requested to sign the new constitution.

<sup>20</sup> A half-column advertisement headed "St. Louis Library" has been clipped from the Missouri Historical Society copy of the *Missouri Republican* for January 1, 1833. I have been able to locate no other file of this paper for 1833. Enough remains in the *Republican* for identification only. But compare with the *St. Louis Free Press*, January 17, 1833, summarized in the next paragraph.

<sup>19</sup> *Missouri Republican*, Thursday, February 9, 1826.

<sup>20</sup> *Ibid.*, March 22, 1827.

<sup>21</sup> *Ibid.*, February 7, 1828.

<sup>22</sup> *Ibid.*, February 2, 1830.

<sup>23</sup> *Ibid.*, May 4, 1830.

that at the meeting of shareholders to be held on the second Monday in February an amendment was to be submitted increasing the annual dues from \$2.00 to a sum not exceeding \$4.00.<sup>26</sup>

On January 17 the *St. Louis Free Press* carried a lengthy plea for support of the library by the public. The managers warned that "unless due encouragement be extended [the institution would] sink into decay and dissolution." They summarized its history and its present condition and then declared:

Whether we consider a public Library as a means of the improvement of the mind, and aid in the cultivation of the arts and sciences, or as a source of enjoyment, its utility must be admitted. . . . It is not within the ability of many to possess a large private Library. The facility of access to a public Library on the terms offered, is an ample compensation for your compliance. . . .

The tastes of men are greatly diversified, "fond of novelty and studious of change." It is by a public Library that all tastes may be indulged. Like a book store, thousands would be necessary to buy a store; unlike it little will give you the use of the whole. To the individual whose only desire of books is to beguile a few hours of each day, the opportunity is inviting. To him whose happiness centres in them, no greater boon can be extended. To the man of science the avenue to all its improvements is opened; and to the destitute is presented the treasures of the mind. . . .

Without such aid as now asked, all advantages of a public Library will be lost. If you give it your support at this time, it may be so established as to ensure a duration co-extensive with our city, and a size commensurate with its growth. Its influence will be felt, not only by you, but your children and children's children to the remotest day. . . . The subject of a public Library is brought to your consideration. Will you give it your assistance?<sup>27</sup>

<sup>26</sup> *Missouri Republican*, January 15, 1833.

<sup>27</sup> For a copy of this article in the *Free Press* I am indebted to the Kansas State Historical Society at Topeka. The managers who signed the plea were: Beverley Allen, Peter Ferguson, William H. Pococke, Harlow Spencer, J. A. Wherry, M. P. Leduc, and J. C. Dennies. It is interesting to know that two

Five days later, citizens were informed that the library would be open every Tuesday and Saturday night, from six until ten o'clock, and on Thursday afternoons from one until three. The price of shares was still \$5.00 and might be paid, as before, in books. Furthermore, "every exertion will be made to accommodate the Ladies, who are respectfully invited to visit the Library." At that time the collection consisted of about fourteen hundred volumes, including a complete set of *Rees's Cyclopaedia*. Three hundred more volumes were to be added during the next two months. Specific information of purchases was now published for the first time:

New publications, and the North American, American Quarterly, Edinburgh, Westminster, and Foreign Quarterly Review; The New England, Mechanics', Blackwood's, Metropolitan, and New Monthly Magazines; and the Select Circulating Library, will be received by the earliest opportunities.

#### Books just received were:

Two and a half years in the Navy, Memoirs of celebrated Female Sovereigns, the Heidenmauer, Persuasion, Rectory of Valehead, the Alhambra, Tales of Glauber Spa, Sketches of Western Adventure, Sketches of Venetian History, Lives of Celebrated Travellers, Dunlap's History of the American Theatre, Journal of a Naturalist, Babbage on the Economy of Machinery and Manufactures, and Gordon's History of Spanish Discoveries.

The library was soliciting, too, donations of books and maps.<sup>28</sup>

On February 5 the library announced with some satisfaction that it had just received the "only copy in town" of the

of these (and quite possibly others of them) had private libraries of some value; for Leduc see my *Private Libraries in Creole Saint Louis*, pp. 167-68; for Pococke see St. Louis Probate Court, File No. 3768.

<sup>28</sup> *Missouri Republican*, January 22, 1833. All other notices that follow for 1833 are from the *Republican*.

*American Quarterly Review* for December and that "late additions to the Library" included the new publications "that had been received in town during the past two weeks." Two weeks later announcement of additions included "several late periodicals, a number of new publications, and many standard and interesting works"; among these were "The Mechanics Magazine, from November, 1831, to September, 1832, inclusive. This work is published in London, & supported by the most distinguished Mechanicians in Great Britain. Almost every article is illustrated by an engraving." Other new works were "The New England Magazine, for February. The Gentle Recruit, by the Rev. G. R. Gleig, author of the Subaltern."

On March 5 the notice of acquisitions included several donations as well as a number of purchases. Fiction was represented by Mrs. Trollope's *The Refuge in America*, Leitch Ritchie's *The Outlaw's Bride and Other Tales*, Jane Austen's *Northanger Abbey* and *Mansfield Park*, each in two volumes (12mo). For serious readers there were Sir David Brewster's *Letters to Sir Walter Scott on Natural Magic* (18mo), *A Family Tour through South Holland, up the Rhine, and across the Netherlands* by Lieutenant Colonel Batty, and Etienne Dumont's *Recollections of Mirabeau* (8vo.). The editors of the *Republican* gave the *Journal* of the Franklin Institute for January, 1833, and the editors of the *Times* the *Annals of Education* through February, 1833; both promised to supply these periodicals in the future. An octavo edition of Ross Cox's *Adventures on the Columbia River* was presented by J. L. Murray, Esq., and a copy of the *Fifth Census* was donated, with other works, by Major J. B. Brant. Three weeks later, the library was again the only possessor of a copy of the March

issue of the *American Quarterly Review*; it had also an "additional copy of Morrell's *Voyages and Discoveries*" (one copy had been presented by R. K. Richards).

On April 9 an announcement called for a meeting of shareholders two days later to adopt a constitution and by-laws. One result of this meeting may have been the notice in the *Republican* on May 7, which stated that any minor or apprentice could enjoy the privileges of the library for 25 cents quarterly. On this day, too, we are informed of latest acquisitions:

Swallow Barn, or a sojourn in the Old Dominion, 2 vols. 12mo.; Biographies of Madame Guyon and Lady Russell by Mrs. Child, 12mo.; Wacousta, or the Prophecy, a tale of Detroit and Michillimackinack.

Two weeks later the library announced that in addition to the twelve periodicals already subscribed to, orders had been made for the *Knickerbocker* and the *Mechanics Magazine* of New York, Mrs. Hale's *Ladies Magazine* of Boston, and the *Military and Naval Magazine* of Washington. It had received, too, "Even Erskine, Life of a Sailor; Lessons on Shells; Humboldt's Travels and Researches; Characteristics of Women, by Mrs. Jameson." The next announcement of purchases appeared on June 4:

Schinderhannes, the Robber of the Rhine, Brewster's Treatise on Optics, with an Appendix by Pro. Bache; Gleanings in Natural History, with hints to an angler, by Jesse. Mrs. Lushington's Narrative of her Journey over land from India. The World Displayed, and Percival's Poems, presented by Hood and Abbott.

In the *Republican* of July 16 we learn that Colonel Delaunay, who had received an appointment in the Customs-House at New Orleans, had resigned as librarian and was succeeded by Dr. Garnier, professor of modern languages.



On this day, too, announcement was made that "for the better accomodation of the Ladies" the library would hereafter be open also from 5:00 to 7:00 P.M. on Thursdays. A catalog of the library was then in press." These hours, however, we find in the *Republican* of October 8, were presently changed to Tuesday, Thursday, and Saturday, 4:00-7:00 P.M.

In the report offered at the annual meeting, held on December 23, we learn much about the recent history of the institution, and we find the explanation of the great burst of activity which I have just recorded for 1833. The directors were proud of their accomplishment during their term of service and they had reason. When they had taken office the condition of the library had been so low that a motion to sell the property of the association and distribute the proceeds among the members had been lost only by a tie vote. At that time, the library had owned fourteen hundred volumes; there was due to the institution \$70 and owed by it \$50; there were only twenty-six shareholders, and the value of the entire property was set at \$600.

[The] course of policy . . . proposed to the Board, which startled the timid by its boldness, and elicited the sneers of the sceptical [was] to give the institution such attractions as would secure the support of that large portion of the community, who are more or less devoted to polite literature, and by this means to obtain funds, which would not only meet the expense necessary to gratify their wishes, but would leave a surplus, that might be expended when opportunities should occur, for rare, expensive or valuable works on the arts and sciences.

The directors, unaided, had carried out this policy principally by ordering the leading British and American periodicals and by purchasing "immediately on its

"The Historical Records Survey (*Preliminary Check List of Missouri Imprints*) has not located a copy of this catalog.

arrival at least one copy of every new publication of general interest received by the city booksellers." The estimated cost of each of these two methods had been about \$100, but the total cost for periodicals had been only \$53, because of the American editions of the British publications. Between January 19 and November 23, the library had purchased sixty-five novels and other works of fiction for \$39.35 and sixty-three volumes of nonfiction for \$51.06. The latter included thirty-one volumes of history and biography (\$23.53), eleven volumes in the arts and sciences (\$8.73), seventeen volumes of voyages and travels (\$15.96), and four volumes on miscellaneous subjects (\$2.84). American books had been the more expensive, for copyrights had made them cost 60-80 per cent more than the foreign books. In addition to all these purchases, about \$100 had been expended for standard works by the "best English and French authors."

The particular result of this change of policy had been an increase of shareholders to one hundred and twenty, an increase of volumes to twenty-one hundred, and an increase of total value to \$1,390. The treasury, too, was in far better condition; there was \$240 on hand, \$250 more due and available; and against this were debts of about \$100. The directors were quite justified, then, in the proud view they took of the future of the library they had revived:

The greatest difficulties that were to be overcome by the Institution have now been surmounted, popular feeling sets strongly in its favor, and it is confidently expected, that ere Spring, means will be provided to erect a spacious and convenient building for its accomodation; and that its increase during the ensuing year will be in proportion to the increased extent of its resources. To attain these ends it is only necessary that the directors should perform their duty with energy and

promptness, or resign to give place to more useful men, that the attention of all classes of citizens should be directed by some decided step, to its interests, and their united action obtained in its service. Unshackled by the bigotry and intolerance alike of infidel and fanatic, the members of the Board may confidently anticipate the cordial cooperation of good men of all sects, opinions and classes. The way is clear, and with proper government, the St. Louis Library, ere many years, will be the most popular and extensive public library west of the Mountains.<sup>30</sup>

News during 1834 is scanty, but there is an implication, at least, that the association did not this year have such energetic direction as it had enjoyed during 1833. On May 8 Mr. Kenworthy, a ventriloquist, on his "last night but one" gave a performance for the benefit of the library.<sup>31</sup> What actual benefit accrued to the library I do not know. On December 24, apparently on special summons by H. B. Belt, secretary, the shareholders of the library association met at the Town Hall to consider a proposition made by Messrs. Meech and Dinnies.<sup>32</sup>

The meaning of this proposal we learn several months later when we read the announcement by Belt that the library had been removed to rooms over the store of Meech and Dinnies (booksellers), which would be kept open all day except Sundays and on Saturday would remain open until 10:00 P.M. "Measures are in Progress by the Board," read the secretary's notice, "to open a Reading Room in the apartment adjoining the Library, on the tables of which will be placed the principal periodicals of the day and other publications."<sup>33</sup> In the meantime, at least a month earlier, Garnier ceased to

serve as librarian and collector, and John M'Causland was named to collect moneys for the association.<sup>34</sup> Two announcements of acquisitions I find for this year. The volumes named in the first of these (March 20, 1835) were included in the considerably larger list published in the *Republican* of July 14. For the variety and up-to-dateness of acquisitions, for the detail of donations by Drs. B. B. Brown and J. R. de Prefontaine, and for additional information concerning library arrangements, this is an unusually interesting notice:

The shareholders of this Institution will see by the following list of works received in the Library since the first of January last, the prosperous condition which our institution is in as one copy of every work of general interest, received by the city booksellers, is taken:

The last days of Pompeii, by Bulwer, 2 vol., the Miseries of Marriage, 2 vol., Cruise of the Midge, 1 vol.; The Fortunes of Perkin Warbeck, by the author of the Last Man, 2 vol.; the Pacha of many Tails [Tales], by the author of Peter Simple; Three years in the Pacific, including notes on Brazil, Chili, Bolivia and Peru, by an officer of the U.S.N.; Notes on Italy, by Rembrandt Peale, written during a tour in 1829-30, 8 vo.; Visits and Sketches, by Mrs. Jamison, 2 vols. 12 mo.; Sketches of society in Great Britain and Ireland, 2 vols. 12 mo., by C. S. Stewart; Maj. Downing's life of Jackson, 18 mo; Mothers and Daughters, by the author of Pin Money, 2 vols. 12 mo; Staff Officer, or soldier of Fortune, do do; the Duchess of Berri in La Vendee, 1 vol, 12 mo; Life of David Crockett, written by himself, 18 mo; the Hunchback, of Notre Dame, 2 v. 12 mo; Mrs. Jamison's Beauties, 2 vol. 12 mo; Vathek, by Mr. Beckwood, 18 mo; Memoirs of Vidocq, 2 vol. do; Rockwood, a Romance; do do; Life of Prince Talleyrand, with a portrait, 8 vo.; Letters to a gentleman in Germany, by Francis Lieber, 8 vo; Tilney Hall, by T. Hood, 2 vol. 12 mo; American Biography, 5 vol. 8 vo; History of the Horse, 8 vo; Morrison's counsels to Young Men on modern Infidelity, 18 mo; Memoirs of Lavalette, do do; Queen Mab, by P. B. Shelley, 18 mo., presented by J. R. De-

<sup>30</sup> *Missouri Republican*, December 31, 1833. The names of these able and energetic directors were not given, but for them see n. 27.

<sup>31</sup> *Ibid.*, Thursday, May 8, 1834.

<sup>32</sup> *Ibid.*, Tuesday, December 23, 1834.

<sup>33</sup> *Ibid.*, Friday, March 13, 1835.

<sup>34</sup> *Ibid.*, February 13, 1835.

Prefontaine; Tales of the Border, by Jas. Hall, 12 mo; Jacob Faithful, 3 v. 12 mo; Belgium and Western Germany in 1833, by Mrs. Trollope, 8 vo; Blair's Lectures, donation from Dr. Brown, 18 mo; Tales of the Priory, do do. 12 mo; the Last of the Lairds, do do. 12 mo; the New Gil Blas, do do. 12 mo; Books of Plays, do do; Calavar, or the Knight of the Conquest, 2 vol. 12 mo; Philosophical catechism of the Natural Laws of Man, by G. Spurzheim, 18 mo., presented by J. R. DePrefontaine; Adventures of Sir Frizzle Pumpkin and other tales, 12 mo; Cruise of the Midge, 2 vol. 12 mo. 2; the Coquette, by the author of Miserrimus, 3 v. 12 mo; Grummett's Log, or leaves from my Log Book, by H. Grummett, 12 mo; the Princess of the Benguine, by Lady Morgan, 2 vol. 12 mo; Cavendish, or the Patrician at sea; the Young \* \*, 2 v. 12 mo; Winter in the West, do do; Guy Rivers, do do; Allen Prescott, do do; Burns' Travels, do do; Allen Breck, do do; the Gentleman in Black, 1 do do; the Cavaliers of Virginia, 2 do do; Eminent Painters', (Harpers) do do; the Unfortunate Man, by Capt. Chaumier, 2 vol. 12 mo; the Kentuckian in New York, do do; the Insurgents', an historical novel, do do; Canvassing, a tale by the O'Hara Family, 12 mo; Col. Crockett's Tour to the North and Down East, 18 mo; My Cousin Nicholas, or the Bullwinks of Underdown Hall, 2 vol. 12 mo; Autobiography of Jack Ketch, with illustrations, by Meadows, do; Memoirs of celebrated Women, by Madam Junot, 2 vol; Journal, by Francis Butler, do; the Rebel and other Tales, in prose and verse, including the hitherto uncollected writings of the author of Pelham, 12 mo; Martha, by Rev. Andrew Reed, author of No Fiction, do; No Fiction, a narrative founded on recent and interesting facts, by the Rev. Andrew Reed, do; A Tour on the Prairies, by the author of Sketch Book, 12 mo; the Highland Smuggler's, by author of Kuzzleback, 3 vol.; Lives of the English Pirates, Highwaymen and Robbers, by C. Whitehead, 3 vol.; the Two Friends, by the Countess Blessington, do; the Crayon Miscellany, No. 2, Abbotsford and Newstead Abbey, by the author of the Sketch Book; Irving's Conquest of Florida, 2 vol.; Valerino, a Roman story, by J. Lockhart, 2 vol. 12 mo; the Yemassee, by the author of Guy Rivers, do do; the Bashful Irishman, or the Exile of Erin, do do; Six Months in a Convent, by Miss Reed; Tough Yarns, or the old Sailor, 2 vol; Japhet in search of a Father, by author of Peter Simple, 1 vol.

2d not published; Ross' second Voyage in search of North West Passage. The whole number of Books in the Library is two thousand three hundred and eighty-seven.

Also, the Edinburgh Review; Ladies' Magazine; New England Magazine; U.S. Military and Naval Magazine; Waldies's Circulating Library; Westminster Review; the Knickerbocker; American Journal of Science and Arts; American Quarterly Review.

The Board of Directors would respectfully invite the shareholders to call and examine the Library. The Association Rooms are over Meech & Dinnies' bookstore. The Reading Room has been handsomely fitted up so as to make it a literary resort—the tables of which are supplied with Periodicals and Newspapers.

N.B. Entrance to the Rooms through the store of Messrs. M & D.

By order of the Board.

HENRY B. BELT, Sec'y.

Aside from shareholders' meetings called for December 21, 1835, and January 11, 1836,<sup>35</sup> there is no information in the press until William Preston Clark, secretary, gave notice of a special meeting of the directors, on June 7, to consider "business of interest," which would be laid before the Board.<sup>36</sup> The nature of this special business was not stated, but the directors seemed to meet often at this time: C. F. Lowry, secretary pro tem, called another meeting for June 15, and Clark further meetings for June 22 and August 15. Finally, meetings of this nature were set formally for the first Monday in every month.<sup>37</sup> The growth of the collection during this year is principally indicated by one list of acquisitions in August. To show that they were "making extensive additions to the Library," the directors listed the following works as deposited "this week":

<sup>35</sup> *Ibid.*, December 19, 1835; January 7, 1836. The significance of the two meetings is not clear: both were called by Belt, secretary, for the election of directors.

<sup>36</sup> *Commercial Bulletin*, Monday, June 6, 1836.

<sup>37</sup> *Ibid.*, Monday, June 13; Monday, June 20; Friday, August 12; Monday, September 26, 1836.

Rienzi, or the last of the Tribunes; Ayssha, or the Maid of Kars, 2 vols; Port Admiral, 3 vols.; Will Watch, 3 vols; History of the French Revolution in 1833; Crayon Sketches, 2 vols; the American in England, 2 vols; Sketches of Switzerland, 2 vols; the Partizan, 2 vols; Life on the Lakes, 2 vols; Nimrod's Hunting Tour, 2 vols; Didactics, by Walsh, 2 vols; the Linwoods, 2 vols; Pencillings by the Way, 2 vols; the Actress of Padua, 2 vols; Corinne, 2 vols; Guy Rivers, 2 vols; Colton's Four Years in Great Britain; Watkins Tottle, 2 vols; Colton's Constantinople and Athens; the Doctor; Cole-ridge's Letters; the Empress, 2 vols; Russia and the Russians; Memoirs of Great Commanders, 2 vols; The Naval Sketch Book, second series, 2 vols; Clinton Bradshaw, 2 vols; History of Texas; Sketch Book of Character, 2 vols; Sketches of a Seaport Town, 2 vols; Legends of a Log Cabin; Paul Pry's Comic Sketch Book, 2 vols; Margaret Ravenscroft, 2 vols; Life of Aaron Burr; Camperdown; Letters of Horace Walpole, 2 vols; Lardner on the Steam Engine; Paris and the Parisians, by Mrs. Trollope; Complete Practical Farmer; Raumer's England in 1835, 2 vols; Goodwin's Lives of the Necromancers; the Man of Honor, 2 vols; Life of Rienzi; Discovery of the Source of the Mississippi, by Schoolcraft; Irving's Life of Columbus, 3 vols; the Poetry of Life, 2 vols; Impressions of America, by Power, 2 vols; Adventures of a Rifle Brigade; the Heavens; Memoirs of an American Lady; Random Recollections of the House of Commons; Niebuhr's Rome, 2 vols; Knickerbocker's New York, 2 vols.

The following works were presented to the Library by Dr. B. B. Brown, viz. Acerbi's Travels; the Lady of the Manor; Lafayette in America; the Milesian Chief; Military Sketch Book; Tom Cringle's Log; History of America; History of Ireland; Homer's Iliad, the Western Messenger; Loss and Gain, a Comedy in five acts, by T. Somers Nelson.

N.B. Donations in books maps and charts, will be thankfully received.<sup>38</sup>

On September 27 a few more acquisitions were announced in the *Commercial Bulletin*:

<sup>38</sup> *Ibid.*, August 19, 1836; also in *Missouri Republican*, September 20, 1836. The play by Nelson had been published in St. Louis the year before by Meech and Dinnies (see Historical Records Survey, *op. cit.*, No. 162).

Spain Revisited, 2 vols; Dragoon Campaigns; Devoted, 2 vols; Hall's Sketches; Memoirs of a Water Drinker, 2 vols; Elkswatawa, 2 vols; Adventures in Search of a Horse, 2 vols; Stewart's South Seas; Indian Sketches, 2 vols.

The remaining items of news for 1836 consist of notices issued by B. B. Brown, chairman of the board of directors,<sup>39</sup> for the annual meeting to be held on December 12, a notice of removal from the room over Meech and Dinnies bookstore to No. 33 Pine Street (where, after January 1, the library would be open all day, every day except Sunday), and a request for overdue books to be returned by January 1 because the directors were about to make a new catalog.<sup>40</sup>

On January 10, 1837, "A Friend of Literature" wrote to the *Missouri Republican* a letter which was obviously a puff, but he did give a pleasant view of the state of the library. We learn that it had suffered another "sinking spell" but had once more been brought back to excellent health.

MESSRS. EDITORS.—At the request of a Director of the St. Louis Library Association, I called yesterday at their Library room, No. 23, Pine Street, where I was unexpectedly gratified in seeing the number and arrange-

<sup>39</sup> B. B. Brown was a dentist, according to a professional card in the *Commercial Bulletin*, *passim*, 1836. In the *Missouri Republican*, August 4, 1837, he gave his office address as 22 Chestnut Street, stated that he had resided in St. Louis for more than four years, that he had received his "medical and surgical" education at the University of Pennsylvania, and had been in practice for nine years; at this time he was demonstrator of anatomy at St. Louis University in addition to being engaged in practice as dentist, and surgeon. On May 9, 1840, the *Missouri Republican* referred to him as examiner in chemistry and natural philosophy in the public examination held by Mauro's "Young Ladies Academy." Several years before the gold rush he went out to settle in California.

<sup>40</sup> *Missouri Republican*, December 7, 1836; *Commercial Bulletin*, December 10 and 26, 1836. The Historical Records Survey does not list any such catalog for 1837 in its *Preliminary Check List of Missouri Imprints*.

ment of their books. This was my first visit to the Library, which had been represented to me as being so small and under such bad regulations as not to be worthy of notice. From one of its officers I learn the following facts: the Library contains near 4000 volumes,<sup>41</sup> of which about 250 have been added during the past year, embracing many standard works in ancient and modern History, Biography and the Sciences, a handsome copy of the British poets in about 60 volumes, and nearly all the light Literature of the last few years: together with many Periodicals of merit.

The price of a share is \$5, upon which there is charged a quarterly tax of \$1. At present there are about 90 share holders. The Library is open during the entire day, as a Librarian has been employed who is at all times in the room. This Institution, I am informed, had almost languished out of its existence—was considerably in debt, and likely to be dissolved, when within a few months past, two or three of the Directors, with a commendable zeal, determined to make an active effort to resuscitate it. In their endeavors to do this they have procured a good room, had their books handsomely and systematically arranged, and have employed a gentleman of intelligence to superintend it, as Librarian, and now they look to the public for co-operation and patronage to sustain them in their efforts. I learn that new works of merit will be placed upon their counter as they may be published. To those who want access to a large quantity of reading matter at a cheap rate, I would say, become a subscriber—to all, visit their room and see a stock of information in almost every department, (or amusement if you seek it alone,) accessible for a smaller sum than many pay for an evening's entertainment at a Ball. I would submit to the Directors if they would not find it advisable to extend the sphere of its usefulness, by adding to it a Public Reading Room. The City being entirely destitute of anything of the kind, would render it *almost* sure of success; and as they are already in possession of many of the Periodicals of the day, they would only have to subscribe for a few of the daily and weekly Journals; but as my object was to inform the citizens generally that they had a literary treasure within their reach, which I am sure is unknown to many, I will not further trespass upon your columns.

<sup>41</sup> The advertisement in the *Missouri Republican*, March 23, 1839, gave the library a total of 3,000 volumes.

Three months later the library announced the acquisition of seventy volumes of recent publication and also a number of donations:

The Literary remains of Haslett, 1 vol.; Marbois Louisiana, 1 vol.; Wraxall's Memoirs, 1 vol.; Wheaton's Elements of International Law, 1 vol.; Cobbett's Paper against Gold, 1 vol.; Astoria, 2 vols.; Dick's Benificence, 1 vol.; Murrel's Adventures and history of V. A. Stewart, 1 vol.; Campaign in Navarre, 1 vol.; Conversations with Lord Byron, 1 vol.; The De'Ennugee, 1 vol.; Skimmings by Bazil [Basill] Hall, 2 vols: The Magician, 2 vols.; The Lives of Richlieu, Oxersteen, &c., 2 vols.; The wars of Montrose, 2 vols.; Peter Snook, 2 vols.; Campbell's Letters from the South, 1 vol.; Home or the Iron Rule, 1 vol.; Sketches of Switzerland, 2nd part, 2 vols.; Bridgewater's Treatise, 4 vols. viz: The Hand, by Sir Chas. Bell, M.D.; Adaptation of Nature to Physical Condition of Man, by T. Kidd; Chemistry and Meteorology by W. Prout; Power, Wisdom and Goodness of God, by R. T. Chambers; Animal and Vegetable Physiology by Roget; Astronomy and general Physics, by Wm. Whewell; Indian Chronicles, 1 vol., The works of Tacitus, by Murphy, 6 vs; Treatise on Language, 1 vol.; Outlines of Geology, 1 vol.; McKenzie's works, 1 vol.; Protestant Jesuitisms, 1 vol.; Merchant's Clerk and other Tales 1 vol.; Texas, by Mrs. Halley, 1 vol.; The Desultory Man, 2 vols.; Mellechampe, 2 vols.; Natural Philosophy by Enfield, 1 vol.; Dictionary, Johnson and Walker, 1 vol.; Latrobe's Rambles in Mexico; Plutarch's Lives, 4 vols.; The Priors of Prague, 2 vols.; East and West 2 vols.; Papers of the Pickwick Club, 2 vols.; The Manufacturing districts of England, 1 vol.; The Earth, 1 vol.; Fatalla Ayeghir, 1 vol.; Bryant's Poems, 1 vol.; Olmstead's Natural Philosophy, 2 vols.; Sylva Americana, 1 vol. DONATIONS—Amer. Journal Arts and Sciences, 4 nos. Register of Congressional Debates, 3 vols.; Adventures of Telemaque, 1 vol.; Bailey's Dictionary, 1 vol. (old); Eugene Aram, 2 vols.; Pleasures of Religion, 1 vol.; Devereux, 2 vols.<sup>42</sup>

Another lot of additions to the library was announced in the *Missouri Republican* on July 1; the choice of new volumes for the library seemed to be in excellent

<sup>42</sup> *Missouri Republican*, April 27, 1837.



hands, for in these lists we find both the best and the most talked-of books of the time.

The following books have just been added to the Library, viz:—Gleanings in Europe by Cooper, 2 vols; Sketches of every day life by Boz; Tuggs at Ramsgate by Boz; Snarleyyow by Marryatt; Henrietta Temple by the author of Vivian Grey; the Humorist by Hook; Nick of the Woods; Tucker's Life of Jefferson, 2 vols; Buckland's Geology and Mineralogy, 2 vols; Milton's Treatise on Christian Doctrine; Wraxall's Memoirs of his own Times; Waverlys, 28 vols; Stranger in America by Lieber; The great Metropolis by the author of Random Recollections of the House of Commons; Buford's Italy; Writings of R. C. Sands; Lemprier's Classical Dictionary; Mackintosh's History of the Revolution in England in 1688; Sketches of Society in Great Britain and Ireland by Stewart—Chemistry of the Arts, 2 vols; Sketches of Turkey by an American; Madrid in 1835; Vivian Grey; Wordsworth's Poems; Gazetteer of Missouri.<sup>43</sup>

Although there were few notices of the library during 1837, they were sufficient to show its vitality. Throughout 1838, however, the institution must have been suffering from another attack of its intermittent fever, for the newspapers carried no news of its activities.<sup>44</sup> At the close of this year an amendment to the constitution proposed the limitation of shares to one hundred and twenty-five. What the shareholders decided in their meeting of January 15, 1839, remains unknown.<sup>45</sup>

#### IV

A notable change in policy was announced two weeks after the general meeting in the new year. Some vigorous

<sup>43</sup> Alphonso Wetmore's *Gazetteer* was published by Keemle in St. Louis in this year.

<sup>44</sup> The *St. Louis Directory for 1838-39* gave 33 Pine Street for the address of the St. Louis Library Rooms during these years.

<sup>45</sup> *Missouri Republican*, Wednesday, January 9, 1839. The first action was taken on December 21, 1838.

action was necessary, apparently, if the library was to continue to function. The public character of the institution was insisted upon in the circular published in the *Missouri Republican* on January 29:

The Stockholders of the Saint Louis Library Association, desirous of extending the usefulness of that institution, have determined to change its character into that of a General Circulating Library, open upon reasonable terms to all the public, and particularly to minors and apprentices. They also propose to connect with the Library a Reading Room, in which all the best literary periodicals and newspapers will be kept; and to procure a regular course of popular lectures to be delivered each winter, to which all the subscribers shall have free access. To carry these designs into effect, they need spacious and convenient rooms, which they are at present unable to obtain except at exorbitant rents. They have therefore concluded to undertake the erection of a Library Building, to which they will proceed immediately if adequate encouragement is given. A Committee has accordingly been appointed to solicit general contributions towards this object. The Committee consists of the following gentlemen:—Mary P. Leduc, Wm. G. Eliot, Beverley Allen, Wilson P. Hunt and Thomas Andrews, who will call personally upon the citizens of St. Louis to obtain subscriptions to-morrow the 30th day of January. The public are respectfully requested to give to this appeal a favorable consideration. The object contemplated is strictly of a public nature, in which every citizen of Saint Louis should take an interest. The future prosperity of the city depends upon the early establishment of good institutions, towards which every patriotic citizen should do his part.

Two months later we discover that some part of the plans of the directors has been put into effect. Theodore Engelman, librarian, announced for the directors:

They have fitted up the Library and Reading Rooms at a considerable expense, and it is their intention to make the institution worthy of general patronage. If two hundred subscribers are found, a sum not less than \$1,000 per annum will be expended for books, besides furnishing the Reading Room with the best periodical

literature. The course of Lectures, proposed to be annual, will be delivered in the winter by gentlemen of well known talents, and be free, according to advertisement, to all subscribers.

The Directors call particular attention to the liberal terms offered to apprentices and minors, which are lower than in any of the Eastern cities. The want of a public library, to which this class of persons may have easy access, has been long felt, and it is hoped that Merchants and Master Mechanics will avail themselves of this opportunity of supplying it.

It will be perceived by the above statements that the Directors pledge themselves to apply all funds received, except what is needed for actual expenses, to the increase of the Library. They aim at the establishment of a permanent institution of the most useful character, and they confidently expect that the community will sustain them in their efforts.<sup>46</sup>

The advertisement in the same issue of the paper gave the annual dues as \$6.00 (half-yearly, \$4.00); this sum paid for the use of the library and the reading room (now located at 10 North First Street) and for the eight lectures upon "popular and scientific subjects." Minors and apprentices could enjoy all these privileges for \$2.00 per annum. All subscriptions were payable in advance. The motion to restrict the number of shareholders must have failed, for it was stated that "any person may become a shareholder by payment of \$2 to the Association." Hours were 11:00 A.M. to 1:00 P.M. and 5:00-10:00 P.M. At this time the library contained 3,000 volumes.

The committee appointed to collect money for a library building apparently did not succeed in raising funds enough for the purpose, for in April René Paul, president of the Missouri Musical Fund Society, called a meeting of the presidents of the Masonic, Lyceum, library, medical, natural sciences, music, dancing, and painting, and other societies (each of whom was "desirous of erecting

a Hall for their respective purposes") to see "whether a building could not be erected, in such manner, as to answer their respective wants, and how much money each society would be willing to contribute therefor."<sup>47</sup> Rain seems to have kept down attendance at this meeting, but a committee was appointed to submit a plan of organization.<sup>48</sup>

A month later (May 23) we read that the report of the committee for the Exchange Building had been before the public "for some time." The *Missouri Republican* (of which Chambers was editor) took pleasure in pointing out the failure of the other papers to comment upon the project and in affirming its own virtue:

We suppose the subject must have escaped their recollection, for we know, that they all have expressed their anxiety to see a building of this character erected, and we would be loth to believe, that differences of opinion in other subjects, would make them either oppose or be silent upon a matter no wise connected with these differences, and of great moment to the beauty and business of the city.

We claim not the right nor shall we attempt to be censors of the conduct of others, but for ourselves we can say, that we have always believed it to be our duty, and one we always perform with pleasure, to assist in carrying forward every feasible suggestion which may be made for the improvement of our city or state, or for giving increased facilities to business. It seems to us to be one of the duties of the press to be the exponents and advocates (so far as advocacy may be proper), of all measures calculated to benefit any class of the community among which it is located. An editor has a higher and nobler duty to perform to his

<sup>47</sup> *Ibid.*, Thursday, April 18, 1839. The meeting was to be held at the Merchants' Exchange, 45 Main Street, on Monday, the twenty-first [twenty-second], at 6:00 P.M.

<sup>48</sup> *Ibid.*, Wednesday, April 24, 1839. The committee consisted of Henry S. Coxé, president, William G. Pettus, secretary, and John D. Daggett, René Paul, Nathaniel Paschall, Adam B. Chambers, John B. Camden, William Glasgow, and Edward Tracy.

<sup>46</sup> *Ibid.*, Saturday, March 23, 1839.

patrons than being the mere caterer and publisher of passing events. His exertions should tend to give the public mind a proper direction upon all subjects connected with their interests, and in this list is inscribed, as one of the first duties, that of *improvements*. . . .

In the course of this lengthy article, however, the *Republican* failed to summarize the report. Apparently the chamber of commerce was interested in the erection of this "Merchants' Exchange" building, and the scheme proposed by the committee must have called for some financial arrangements by the various insurance officers in St. Louis. "A Holder of Insurance Stock" wrote that he thought the plan sound and added that, unless the insurance companies and the city approved, the Exchange Company would not be able to go ahead with the building.<sup>49</sup> But, despite all of this agitation, this building, to serve both as exchange and as quarters for the various "cultural" societies, came to nothing at this time.<sup>50</sup>

The next we hear of the library is sad news. The directors on September 25, 1839, resolved that "so much of the Books and Furniture of the Library as will pay the debts of the Institution, be sold at Public Auction" on October 24.<sup>51</sup> On the same day that this announcement was made, the *Republican* denounced the people of St. Louis for their failure to support the library and made several suggestions for the future:

<sup>49</sup> *Ibid.*, Wednesday, May 30, 1839.

<sup>50</sup> The Exchange idea was revived from time to time, but the building was not actually erected until 1856-57. For a detailed account of the movement see J. Thomas Scharf, *History of Saint Louis City and County* (2 vols.; Philadelphia: Louis H. Everts & Co., 1883), II, 1342-46.

<sup>51</sup> *Missouri Republican*, October 7, 1839. The notices were signed M. P. Leduc, chairman, Dr. George Engelman, secretary, Theodore Engelman, librarian.

We have not, at any time, been called upon to give a place to an advertisement, the occasion for which we so much regretted, as the advertising a portion of the books and fixtures of this library for sale, to pay the debts of the institution. This necessity speaks badly for the literary taste of our citizens. It certainly is not a fair representation of either their liberality, or their disposition to encourage institutions of a literary character. Yet with this evidence before the world they must believe that the institution has not received that attention it merited, or this necessity never would have occurred. Such is the fact, whilst we have hundreds in the city ever willing to advance their money to sustain such and similar institutions, [they] do not give any other thought to the subject. To pay their money seems to be the only obligation they regard. If they have children, apprentices, clerks, or strangers about them, they never seem to think it incumbent upon them to induce any or either of these to resort to these places for intelligence or amusement. The consequence of all this is, that the very best of institutions soon dwindles down into neglect, and even contempt. This is emphatically the case with this library.

For several years past a few gentlemen have devoted their attention to it, and by the dint of exertion they have collected about 3000 volumes, many of which are works of great value and are not to be had in the bookstores. Everything has been tried by which it was thought possible to induce the public and especially the stock-holders, to take a greater interest in it. Rooms were procured in a central position, and fitted up in a suitable style, with the hope of inducing the ladies, who are the arbiters of taste in society, to give it their attention. But all has failed, and now we are compelled to witness a sale of some of the books to meet its debts.

Will this community submit to this humiliating spectacle? Will they stand by and witness the dispersion of a library, which it has required years to collect, merely for the want of between 3 and 500 dollars? The company is incorporated, they have many works of great value, and have at least what is the foundation of a library of great usefulness. Let what is here collected be scattered, and years must elapse before as many volumes, of equal interest, can be gathered together. Some of the works in it, we know, are not to be had except at great expense and trouble.



If the library company cannot sustain it, and it appears to be pretty evident they cannot, because of the apathy and inattention of those interested, cannot some other institution in the city take it, and thus prevent the books from being sacrificed and dispersed. The Mechanics Institute are preparing the way for a library. Here would be an excellent foundation for them to build upon, which they could obtain at a comparatively trifling expense. The St. Louis Lyceum is also endeavoring to collect a library. Why could they not take this and secure to themselves not only this desideratum, but also the benefits of incorporation which they unsuccessfully asked from the last legislature? At least one more effort should be made to sustain the institution. The probability is, that the stock-holders were not fully informed of the condition of its affairs. Now that they are apprised would it not be well to call them together and see what can be done? There are about one hundred share holders, and if they can be got together they will not suffer the sale to proceed. Let it be tried.

The St. Louis Library Association, however, was no longer able to keep up the struggle for existence. Neither the shareholders nor the citizens in general came forward to aid it, and the sale was duly conducted. But, though it now officially ceased to be, the same library continued to function. The *Missouri Republican* said on October 24:

Many of our readers will be gratified to learn that the sale of the books and the preservation of the Library is likely to be accomplished. The Directors of the Library Company have succeeded in effecting an arrangement for the transfer of the Library to the St. Louis Lyceum, upon terms quite favorable to the stockholders, and we feel assured that, once in the hands of this Society, the Library will prove of much

more value to the community than it has hitherto been.

The last we hear of the old organization is a notice of a meeting a few weeks later to which were called the members of the Lyceum and the late shareholders of the St. Louis Library Association because "there will be business of great importance to both transacted."<sup>52</sup>

In one sense, at least, the St. Louis Library Association has seen continuous life to the present day, for the library of the Lyceum was taken over by the Mechanics Society and that of the latter by the Mercantile Library, founded in 1846 and still flourishing today.<sup>53</sup>

<sup>52</sup> *Ibid.*, Tuesday, November 12, 1839. The officers of the St. Louis Lyceum ("an association of young men formed for the purpose of mental culture") at this time were: Andrew J. Davis, president; Dr. J. N. McDowell, vice-president; Philip Reilly, second vice-president; George W. Dent, recording secretary; Samuel Knox, corresponding secretary; Charles F. Henry, treasurer; W. P. Darnes, J. H. Bayfield, J. B. Walker, Dr. T. J. White, Dr. E. T. Watson, directors. In 1844 the Lyceum "had a membership of about one hundred and fifty, a library of two thousand volumes, and a lecture-room on the second floor of the building corner of Third and Pine streets" (Scharf, *op. cit.*, I, 900).

<sup>53</sup> For a brief sketch of the history of the Mercantile Library see Scharf, *op. cit.*, I, 887-91. The beginnings of this library can be traced through a quantity of newspaper contributions; cf. particularly *Missouri Republican*, October 8, 9; December 5, 13, 1844; *Weekly Reveille*, December 16, 1844 (p. 178), March 9, 1846 (p. 782). Some account of the once famous Mercantile Library Hall will be found in an interview with Mr. C. E. Miller, assistant librarian, *Saint Louis Globe-Democrat*, December 31, 1937; Mr. Miller is preparing a history of the library. Mr. John A. Bryan of St. Louis is also working in the history of this institution.

## THE READING INTERESTS AND HABITS OF THE GRADUATES OF THE UNION THEOLOGICAL SEMINARY

HAROLD LANCOUR

### THE STUDY

THE purpose of this study was to assemble data describing the reading interests and habits of American Protestant clergymen. It seemed desirable that the group to be studied should not be limited to any one section of the country, to any one age-level, or to any one denomination. It was decided, therefore, to test a random sample of the graduates over a number of years of one of the nondenominational seminaries. The Union Theological Seminary—an ecclesiastically independent training school for ministers, broadly interdenominational in scope, liberal in thinking, and progressive in attitude and method—was chosen for the test. The names of seven graduates from each class from 1900 to 1935 were chosen at random, providing 252 names, or approximately 20 per cent of all living graduates. To these, questionnaires were mailed on February 15, 1937; all returns were received within sixty days after that date. Of the 252 individuals questioned, 122, or 48.4 per cent, returned answers. Two of these were blanks returned by men who were too ill to make reply, leaving 120 usable questionnaires, or 47.6 per cent of the 252 queried. The respondents were distributed over the entire country, with replies coming in from exactly half of the states.

As was expected, the largest returns came from the Middle Atlantic group, which accounted for 51, or 42.5 per cent; and 10 of these were from Greater New York City. Nearly 20 per cent of the re-

plies came from men located in the great metropolitan centers, the balance being scattered throughout smaller towns and villages.

There was at least 1 answer from each class, with no class sending more than 6. At least 18 denominations were represented in the replies. Educationally, the group was far above the average. All had at least three years of seminary following the regular four-year college course. In addition, 39 took enough more work to earn the Master's degree, and 3 to earn the Ph.D.

*Methodology.*—Despite the many obvious disadvantages to the questionnaire method of assembling data, there was no alternative, owing to the wide geographical distribution of the subjects. As the purpose of the study was to get at what might be called the "broader aspects" of the minister's reading problems, as well as his detailed personal reading habits, it was felt that the questions should attempt to elicit an uninhibited response and to encourage a frank discussion of the individual's own situation. The result, it was hoped, would be a series of individual case histories to be analyzed for the details from which the general picture could be fashioned—a technique used by the Lynds and others with marked success.

The questionnaire, as finally evolved, was of the subjective type; and a definite effort was made to keep the amount of suggestion inherent in the questions themselves to a minimum. The weakness of this type of questionnaire is, of course,

the difficulty of drawing off statistically the essential data acquired. On the other hand, if the data presented, when gathered and tabulated, begin to show very definite patterns, consistently uniform even in phraseology, the evidence becomes all the more impressive. It is especially so when consideration is given to the range of ages, positions, and geographical locations represented.

#### THE FINDINGS

**Book-reading.**—Question 1 of the questionnaire asked: "What are the last four books of any sort read through?" A total of 304 titles were reported in the 120 replies. In one case, where 20 items were listed, only the first 4 titles were used, so as not to upset the balance.

Religious books were most frequently read. Eighty, or 26.3 per cent of the titles, were on religion, and they were read 144 times, or 30 per cent of the total. When related subjects—sermons, preaching, ministry, and missions—are added to these, they comprise altogether 96 titles (31 per cent) read 173 times, or 36 per cent of the whole. The most frequently read book was Link's *Return to Religion*, which was listed by 20 different ministers.

Fiction accounted for 15 per cent of the reading, and the 45 titles represented 14.8 per cent of the whole. A novel, *Gone with the Wind*, was the second in order of the frequency mentioned, appearing 14 times. There were 4 fiction titles in the 32 read by 3 or more ministers: Mitchell's *Gone with the Wind*; Douglas' *White Banners*, 5 times; Hobart's *Yang and Yin*, 5 times; and Santayana's *The Last Puritan*, 3 times. The remaining fiction titles represented fairly current novels, with 5 old classics and at least 3 detective stories.

Biography was the third in rank, with

41 titles read 66 times. Five biographies are in the 32 titles read at least 3 times: Heiser's *American Doctor's Odyssey*, 7 times; Buck's *Fighting Angel*, 6 times; Morton's *In the Steps of St. Paul*, 5 times; Chesterton's *Autobiography*, 4 times. Other titles included the lives of doctors, journalists, businessmen, and movie actresses, as well as biblical characters and men of the church.

These three subject groups—religion, fiction, and biography—together represented nearly 60 per cent of the titles and almost 65 per cent of the books read. The other subjects covered pretty well the intellectual life of our culture, with a good representation of the social sciences and the humanities.

At least 78 per cent of the reading done was of books published after 1930. This would seem to indicate that, by and large, for ministers the basic readings in the classics have been completed during college and seminary, with only an occasional choice of these later to fill in a gap or for rereading. It should be noted that not a single book written during the Middle Ages appeared in the list.

**Periodical-reading.**—A good basis for judging reading interests and tastes is periodical-reading. Magazines tend to fall into definite types; they are specific in their subject content, and their comparatively low cost eliminates a factor that often prevents people from reading what they really want to read. Question 4 asked: "Please name the magazines and journals of all kinds you read more or less regularly. Mark with X those you subscribe to."

Professional and religious interests again predominated. At least 62 of the 191 periodicals listed may be classed as covering religion or the world and work of the church. Probably more important is the fact that 98 of the 120 ministers re-

porting read regularly the *Christian Century*, and all but 10 of these were subscribers.

Interestingly enough, the *Reader's Digest* appears second on the list; 80 ministers, two-thirds of the 120, read it regularly, with 68 holding subscriptions. Through it the minister perhaps feels he can keep well up to date with a minimum of trouble and expense. That the reading of digests may be a satisfactory method of reading for information has recently been given strong support.<sup>1</sup>

Tied for third place were *Harper's* and the *Atlantic*. These two quality magazines are so much alike in format and policy that they may be considered, for the purposes of this analysis, as one. Considered together and subtracting the duplications, they would still be third, but closely following the leaders with 66 readers, 48 of whom were subscribers.

These three magazines—*Christian Century*, *Reader's Digest*, and either *Harper's* or the *Atlantic*—on the evidence, might be considered the basic items in the periodical-reading of about two-thirds of the ministers. Through them the preacher may keep informed as to the trends and developments of his profession, gain a general idea of what is appearing in the popular journals, and acquaint himself with the best current thinking on a variety of intellectual and social problems.

That many clergymen are finding a good news magazine a convenient way of keeping informed on current events with a minimum of time probably accounts for the ranking of *Time* in fourth place on the list. There were 33 readers of *Time* and 7 of *Newsweek*.

<sup>1</sup> H. Y. McClusky, "An Experimental Comparison of Reading the Original and Digest Versions of an Article," *Journal of Educational Psychology*, XXXI (1940), 603.

The *Saturday Evening Post* appears well up on the list, having been mentioned 24 times. The *National Geographic*, with 25 readers, and *Life*, with 23, were also popular. Evidence of the liberal tendencies of this group of ministers may be found in the frequency with which the *Nation* and the *New Republic* were mentioned. Together, they were listed 34 times, and in only 6 lists were they duplicated.

The reading of periodicals is, apparently, important in the ministers' effort to keep informed. Only 2 of the 120 reported reading no magazines. Of those who read them regularly, none read less than 3; and there were only 4 who read that few. One man read 20 periodicals; and 35 men, or more than one-fourth of those reporting, read 10 or more.

Only 8 held no subscriptions. Two subscribed to only 1 magazine, and 2 subscribed to only 2. Nine subscribed to 3, and the man who read 20 subscribed to all of them. More important, however, is the fact that 86, or nearly three-fourths of the ministers, subscribed to at least 5 periodicals.

*Sources from which books are obtained.*—Question 3 asked: "Where and how did you obtain each of these four books?" The results indicated that many ministers find it necessary to buy the books they read. Many would like to buy more than they do. Some were deterred because of the difficulties of selection. As one man stated, "That is the trouble with a man buying most of the books he reads. He is rather hesitant about ordering for fear they will not be worth owning." Many, of course, blamed inability to buy on low salaries and small means.

While it is probably true that many clergymen find the cost of buying all the books they would like prohibitive, that this has been simply a convenient excuse

was suggested more than once. Said one: "There is a great deal of sentimentalism about the poor minister being unable to buy books. Most of them would become only lumber if he could buy them."

Borrowing from a library as a means of obtaining books ran a poor second but was, nevertheless, important. One hundred and eighteen, about one-fourth, of the 480 books were obtained in this way. Most of these came from public libraries; more than a fourth of the total came from college or seminary libraries.

Many ministers wished to have better library facilities right at hand. One pastor, who is a member of his public library board, said:

I realize that most ministers cannot afford to buy many new books and have to depend on the public library . . . yet I know from my own connection with it that the amount available in the average public library for religious books is very limited.

Borrowing from friends was a frequently employed method of getting books; also, much reading resulted from receiving books as gifts. Although rental libraries were frequently mentioned as sources, they were not so important as the other agencies cited.

*Methods of selecting books read.*—The second question asked: "What specific thing called your attention to and caused you to read each of these four books?" Because so many factors may affect the selection of a book at any particular time, the answers to this question were not altogether clear. They do suggest the immediate objective factors and the more subtle subjective ones, but seldom in the light of their intimate cross-relationships.

Printed book reviews are of great importance to the minister in his effort to select the books he needs from the deluge of print steadily pouring from the

presses. As one alarmed preacher exclaimed, "It's a very real problem with me, as with every minister, to know what *not* to read. The flood of books is tremendous and proving more overwhelming every day." The popularity of the *Christian Century* and the excellence of its reviews are reflected in the dependence upon it for reading suggestions. Its reviews were listed as the motivation behind the selection of at least 15 books. Altogether, 78 books were cited as having been selected because of reviews.

Interest in the subject and interest in the author are important as reasons for selection. Such popular authors as Jones, Link, and Luccock readily command an audience among the ministers. Recommendations of friends and colleagues, as well as references in talks heard or books read, are also important and were indicated as the basis of choice of 64 of the 480 books. Only 1 book was reported as selected because of a librarian's recommendation.

*Time spent in reading.*—Question 5 attempted to determine the amount of time spent on reading. The question read: "In an average week, approximately how many hours do you spend in reading 'under pressure'; in reading for fun; in leisurely contemplative reading?" A good deal of trouble was encountered in answering—so much so that 10 gave up entirely. "Enough," said one succinct answer; "Too much trouble to analyze," said another. Nearly all, however, tried to strike an average. Obviously, there are seasonal variations. The busy Lenten season meant a letdown for many in reading; but this was often preceded by a period of intensive reading and study. Vacations were heavy reading periods for many. No one reported more than 45 hours per week spent on reading, and no one less than 2½ hours. The figures



showed that ministers, on the average, spend 18½ hours per week on reading. The median is 16 hours, and it may be noted that 65 per cent reported 15 hours or more.

It is found that 47.7 per cent of the time given to reading was considered by the ministers to be "under pressure." Nearly a third, or 31.7 per cent, was devoted to leisure reading, while 20.6 per cent of the time was estimated as spent reading "for fun."

*Amount of reading done by others.*—Question 9 read: "How much of the burden of reading 'that had to be done' has been carried by your wife, secretary, or other person?" Five did not answer. Of the remaining 115, no less than 89 indicated that they alone did their reading. There was a wide divergence of opinion as to the value of outside help. "Outside of the assembling of facts, which I would still have to verify, I can see no value in such technique," said one. "Dewey tells us," wrote another, "that we learn only by our own experience; hence it is hard to see how even a wife's reading could benefit one."

On the other hand, there were those—4 in all—who depended in large measure on the help of their wives or secretaries. Twenty-one of the 115 revealed that they received some help from other persons. One typical account reads: "My wife keeps me informed on the contents of current novels and certain other books of the kind 'everybody is talking about' so that I won't be entirely ignorant in conversation on the latest book." This technique was fairly uniform for this group. Several of the correspondents indicated that they would do more along this line if they only had a secretary to help them.

In general, it can be said that here, again, individual characteristics are of more than little significance. The more

aggressive worker, forging ahead to the larger administrative positions, will use more and more the work of research assistants. The more studious individual, temperamentally disposed toward research and study, will continue to do this part of his work alone and unaided, bowed meanwhile beneath the irksome duties of administration.

*Reading during vacation.*—Vacation reading looms large in the program of most ministers. Over 55 per cent indicated that it was important, and nearly half of these that it was very important. Conversely, of the 118 replies to the question "How important is 'vacation reading' in your program?" 28 stated that vacation reading was of no importance, and 24 more that it was of little importance.

The type of material read, even by those who find vacation reading very important, varied from the very light to the very heavy. Said the pastor of an important midwestern church: "I try to read most of the lighter stuff and yet useful publications during this period. I try to spend the entire morning of each day as a minimum for vacation reading." At the other extreme, possibly, is the one who wrote: "I do practically all my serious reading in vacation—usually go through some fifty books." To "catch up" was a phrase frequently encountered in describing vacation reading. One reply brought out that reading during all of the summer months was greater because of comparative freedom from pastoral work.

By and large, it appears from the evidence that reading during the summer months is markedly increased and that a majority of our ministers rely on this period for "catching up" with a great deal of material that cannot be read during the busier winter season. This



suggests a rich field of service that is open to public librarians, to make definite efforts to encourage and provide for summer reading of the community's pastors. This would seem to be a logical extension of the library's activities into an area which would permit a significant contribution to the intellectual life of the whole community and which would bring a means of satisfaction and good will far exceeding the work involved.

*Bad reading habits considered prevalent and how to lessen them.*—In answer to Question 6, "List the ruts or bad habits that you feel a minister tends to get into in his reading," 25 bad habits were mentioned in the questionnaires. The group was self-critical to a high degree, though often with a sense of amused tolerance of their own weaknesses. However, despite the obvious suggestion in the question, 2 of the 120 ministers replying specifically stated that they had no bad reading habits. Ten others left the question unanswered.

Nineteen different suggestions were made by the 101 ministers who answered Question 7, "What suggestions have you as to how to lessen the minister's tendency to fall into such ruts?"—referring to the bad habits noted above.

Ministers generally, it appeared from the answers, feel that there is insufficient planning in their reading programs. Lack of planning accounts for the rather unbalanced nature of their reading; some may read theological material almost exclusively, others too much "light stuff." The solutions suggested, on the whole, represented intelligent analysis of the situation and were largely based on systematic planning and careful budgeting of the individual's time.

*The reading problem.*—Question 8, "Through what stages have your plans for 'keeping up' intellectually passed

since you left the seminary?" and Question 11, "If you could, by simply pressing a convenient button, make any conceivable changes in your reading problem, what would you wish them to be?" were designed to bring out frank statements describing genuine needs and desires. It was felt that such statements would, by implication at least, point up what was basically wrong.

As it turned out, the answers to Question 8 were concerned, in large part, only indirectly with reading. The pattern revealed was pretty much the same. After leaving the seminary, the young pastor enthusiastically embarked on a serious, planned program of study and reading. Many of the reading programs enlisted such adventitious aids as card indexes and other devices to control and record the results of the reading. Most of these fell by the wayside, requiring too great a toll of time and energy to be maintained.

The "press-the-button" question revealed information of interest and value largely because of the uniformity of the answers, in spite of their imaginative nature. Eleven did not answer this question, 2 did not know what change they would like, and 3 would not press a button if they had one. "I do not believe in such mechanical methods," one put it.

Two lacks were strongly apparent—time and money. Thirty-five of the 120 ministers lamented the lack of time for reading undisturbed. "If there ever was a button," said one, "it would be marked TIME." "More time without interruption" was a phrase that appeared again and again. Approaching it from another direction, 3 suggested a real need for books published in cheaper editions, probably in paper covers, to enlarge the possible purchases on the same amount

of money. Format and physical appearance mean less to some ministers than does cheap, readily accessible material.

The desire for freedom from the irksome routine and details of church administration and pastoral work was strong. Ten referred to the duties of pastoral calls, tedious visitors, and needlessly long hours spent with committees for community affairs. Five wished to be freed from the administrative details of their work, and 7 longed for a secretary to take from their shoulders clerical details and correspondence and thus give them time for uninterrupted study and reflection.

A few felt that better books were needed. At least 5 indicated a need for more books of genuinely lasting value, and 1 minister felt that American writers should develop the kind of careful work that characterizes English scholars.

The wishes of several centered around the difficulties of selecting their reading material. Four stated they needed a better method of selection but did not know what it should be. Many complained of inadequate reviews and reviewers. The lack of proportion shown in most reviews and the generally too-optimistic tone were causes of much annoyance. Some method of preselection by a trusted group was desired by about 10 per cent of the ministers replying. The words of the pastor of an important central New England church probably sum up pretty well the general feeling: "... to have someone, sympathetically understanding the problems of the average pastor, draw up and pass on a list of the books of most consequence for a pastor to read, once a month or once in two months."

The *Reader's Digest*, whose popularity was earlier noted, was possibly the inspiration of several suggestions. The

most obvious of these was a religious-magazine digest. Four ministers were interested in a book digest which would regularly cover the good books in a wide variety of subject fields. One of these would like to see a yearly digest of the "epoch-makers" in each important field.

#### SUMMARY AND CONCLUSIONS

A salient feature of the investigation was to supply evidence of the importance of reading to the ministers of this country. Primary factors offered in proof were (1) the large amount of time spent in reading each week, (2) the extensive individual periodical subscription lists, and (3) repeated statements of the respondents attesting directly and by implication to its importance.

The reading of Union Theological Seminary graduates, the study shows, is generally serious in nature and tends to be pretty largely in the field of religion, the social sciences, psychology, and philosophy. Fiction and biography are also frequently read. The books read are, for the most part, of recent publication, many of them less than five years old.

Magazine-reading is of considerable consequence, and it, too, is heavily weighted on the side of professional and religious interest. The reading of a digest publication has been widely adopted as a pleasant and satisfactory technique for covering quickly the current popular output.

For many ministers the most satisfactory way to get a book is to buy it. If it were not for the prohibitive cost, practically all their reading material would be obtained in that way. Lacking the ability to buy, borrowing from libraries is a widely accepted expedient; but this method is too dependent on the factors of accessibility, size of library, and quality of collections and service to

be fully satisfactory. Loans and gifts from friends are likewise important sources for obtaining books.

Books are chosen in several ways; dependence upon reviews and interest in the subject or author are most important.

Ministers are, for the most part, unable to delegate much of their reading to others, though in the few cases where this method has been adopted it seems to be a definite gain.

Although by no means universal, reading heavily during the summer months and on vacation is fairly general. Bookstores and libraries, by planning their programs to meet this widespread condition effectively, could perform a real service to ministers.

The reading tastes of this group of clergymen, it may be concluded from the evidence, are of comparatively good quality, though falling short of the standard one would expect of a group with such high educational background and so rich an opportunity for intellectual leadership. Their own chief criticism of their somewhat undisciplined reading habits is that they reflect lack of adequate planning.

Possibly there is something to be done while the student is still in the seminary.

These words of the pastor of a large mid-western church apparently reflect the sincere thinking and mature judgment of one of the church's leaders:

I wish I might have learned in seminary many of the things about books and thinking that I have had to learn since graduation. I honestly feel that our schools turn us loose without much preparation for intelligent and thoughtful reading. Here I am referring to ability to master books and comprehend need for theological thinking.

Librarians, of any kind, who now have or should have members of their local ministry as regular readers have a responsibility to provide the clergy, as leaders of the community, with the printed materials which they need. Conscious effort to assist ministers in selecting and locating book material is part of this work. Much of the material is of such nature that it would properly fit into the general collection of the average public or college library. Special provision might be made for the purchase of strictly theological works, probably by the solicitation of special funds for that purpose. Special borrowing privileges, especially during the important summer vacation months, would seem to be in order.

## THE STATE AS LIBRARIAN<sup>1</sup>

JOHN VANMALE

THERE are in Wisconsin several state-supported libraries which any citizen may use by mail. These libraries lend books and answer reference questions either direct to the individual or through the local library. They are the libraries of the people of the state as well as the libraries of the government and the state university.

State-wide library service began in Wisconsin fifty years ago, in the days of the elder La Follette, and since then has grown in volume and variety. A prime mover in developing the library aspects of La Follette's program was Frank Hutchins. In applying La Follette's program of state government service to library service, Hutchins created the Free Library Commission and helped found the Legislative Reference Library; he has also been credited with inspiring the extension system of the state university. Hutchins was the first secretary of the Free Library Commission and later took charge of the library department of the University Extension Division.

The library agencies which Hutchins established still carry on the practices he began. The Traveling Library and the Legislative Reference Library function under the Free Library Commission; the Department of Debating and Public Discussion is part of the University Extension Division. One of the many activities begun by the Department of Debating and Public Discussion has grown up and out of the department and now

maintains an independent existence as the Medical Library Service, attached to the University of Wisconsin Medical School Library. The University of Wisconsin is located in Madison, the state capital. Because of this fortunate circumstance and also because of the state tradition of state-wide service and co-operation, the University Library has joined the other state library agencies in lending freely to all citizens. The State Historical Society Library, also in Madison, departs from the usual practice of research libraries by lending some of its books by mail to people and libraries in the state and also answers many reference questions by mail. Thus, there are in all six libraries, with a combined book stock of over a million volumes, from which the people of Wisconsin may obtain library service.

Wisconsin cannot claim to be unique, or even exceptional, with respect to state-wide service. Other states have similar agencies. Wisconsin cannot even claim to have originated service of this type; yet most other states have modeled after the Wisconsin original either the form of their state library agency or its functions or both. No two state library agencies are quite alike.<sup>2</sup> Some have bettered the example of Wisconsin; others have followed the example with varying results. The agencies differ in organization, in size, and in the scope of their functions. In a federal nation, vari-

<sup>1</sup> The essential portion of a dissertation submitted to the Graduate Library School of the University of Chicago in June, 1942, in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

<sup>2</sup> Fritz Veit, "State Supervision of Public Libraries: With Special Emphasis on the Organization and Functions of State Library Extension Agencies" (unpublished Ph.D. dissertation, Graduate Library School, University of Chicago, 1941).

ety is not only possible but inevitable. Despite the variety of their forms and size, the agencies have two functions in common: (1) service to people without libraries and (2) supplementing the service of local libraries. These two functions are distinguished from each other in this paper by naming the one "direct service" and the other "supplementary library service." It is with the second type of service that this investigation is primarily concerned.

The implications of direct service differ widely from those of supplementary library service, although in practice the two may appear indistinguishable. In rendering direct service the agency becomes in effect a public library for those sections of the state which have little or no local service. The state agency substitutes service at a distance for the non-existent local library, because some service is better than none and because it hopes to arouse an appetite for the more convenient services of a local library. Direct service is an expedient designed partly to provide a stopgap and partly to promote library extension. The more it succeeds in encouraging the founding of new libraries, the less it has to do, until finally it commits suicide by complete success.

Supplementary library service, on the other hand, thrives on success. Begun primarily to assist small libraries, it was soon found useful for larger libraries as well. As a matter of fact, all libraries must be supplemented by loans from other libraries, if they are to satisfy all the demands of their clients. Librarians deal with two complex variables, both of which have grown increasingly complicated in recent decades and promise to become more diversified as time goes on. Print grows yearly in bulk and variety as new methods of reproducing copy

come into general use and as more individuals and organizations turn out information and opinion for publication. The growing complexity of the demands upon libraries is not so widely recognized, but is, nevertheless, patent. The educational level of the population has risen, with resulting changes in reading tastes and subject interests. New professions have developed. Not long ago only a few professions required books and journals in their work. The doctors, lawyers, ministers, and teachers made up the list. Now a great many professions use print as a tool of their trades—industrial chemists, public health officials, and a host of others. Members of the bookish professions formerly maintained private libraries. Now few professional people can afford the expense and the time which private libraries entail. Instead, they use libraries supported by their professional associations, by the universities, and by government agencies. New methods of teaching have brought variety into a branch of library service in which assigned readings and reserve books were formerly the rule.

The double problem facing libraries—handling more complex demands, on the one hand, and more complex materials, on the other—calls for greater unity in library service. It also calls for greater specialization to meet increasingly diversified demands. Certain European nations achieve both unity and specialization in library service by consolidating all or most libraries into a single national system.<sup>3</sup> In these systems the great resources and specialized staff services of one or more central libraries supplement local libraries whenever the library client needs books or information which the local library cannot provide. The state

<sup>3</sup> J. H. P. Pafford, *Library Co-operation in Europe* (London: Library Association, 1935).



library agencies of Wisconsin and other states accomplish the same ends without consolidation of local libraries into a state system. This American development is, no doubt, less efficient, but it has possibilities. The state library agencies add their resources to those of public and school libraries, and in some states to those of college libraries as well. Some state agencies provide library service of a specialized kind in addition to their lending activities. Regional and national co-ordination of their services may come later. Up to the present time the state library agencies have helped the libraries of their states in the face of the multiplication of print and the growing print-mindedness of their clients. They have pointed out a possible solution of the library problem.

Supplementary library service, in the form in which the state agencies provide it, merits attention. The forces of all or many libraries in a state, a region, or the nation might be so marshaled as to give everyone access to the kind of library service he needs, no matter where he lives and no matter whether he has achieved academic rank or not. How it might be done and who would pay for large-scale co-ordination of library services are highly practical questions which will not be considered here. The purpose of this study is to offer evidence concerning the kinds of service people need when they supplement the resources of their local libraries by taking advantage of the services of state agencies.

The investigation was directed specifically toward determining why a group of four hundred people in Wisconsin used the state library agencies of their state between July 1, 1940, and April 1, 1941. These library clients cannot be considered a representative sample of all library clients or of all supplementary-

service clients. They live in rural centers, small towns, and small cities, not in metropolitan environments. They live in Wisconsin, and therefore have different backgrounds and traditions from people in Alabama or Vermont or California. However, the replies of these four hundred people lead to conclusions which might conceivably apply to other groups in other states, and perhaps in larger cities, in general outline if not in detail. Their reasons for supplementary library use and their experience with it throw some light on why people sometimes need more than they can obtain from their local libraries and how well a central library serves their ends.

In this study, therefore, an attempt was made to discover, first, why people ask for supplementary library service; second, from what other sources they obtain books and information; and, third, how well the Wisconsin system of supplementary library service works. Before the testimony of the persons interviewed is summarized and its implications discussed, a brief description will be given of the operations of the Wisconsin agencies and their relations with one another.

#### THE WISCONSIN CENTRAL LIBRARIES

Wisconsin has six agencies engaged in state-wide library service, in contrast to the one or two which other states maintain. One of these six agencies has been specifically authorized by law to supplement local libraries. This is the Traveling Library and Study Club Department of the Free Library Commission. Until about fifteen years ago, the Traveling Library was primarily a direct-service agency, sending out boxes of assorted books to schools, clubs, and small communities and lending single books or a few volumes for shorter periods to indi-



viduals. Loans to libraries have gradually occupied more and more of the Traveling Library's attention. The Traveling Library has relatively slender resources from which to supplement other libraries, since its book stock numbers about 125,000 volumes—a collection which resembles that of a public library, but one chosen with unusual care and skill. It supplements its own resources by referring requests to other state library agencies in Madison. This it does mainly in its supplementary library service, not in direct service.

The Department of Debating and Public Discussion in the University Extension Division maintains a large collection of pamphlets and clippings, which it sends to individuals, schools, clubs, and libraries, sometimes at the request of the Traveling Library, and the department also refers inquiries to the Traveling Library. Like the latter, it offers both direct and supplementary library service. It may be considered the supplementary *reference* agency, in contrast to the Traveling Library, which might be termed the supplementary *circulation* agency. However, there is no clear line of demarcation between the two; their functions overlap just as the work of the reference department in a public library overlaps the work of the circulation department. The circulation agency does a great deal of reference work. The reference agency carries on its work by loans of reference material, and it also circulates books to correspondence students on behalf of the University Extension Division and other materials for the agricultural extension system and other agencies.

The Medical Library Service is almost exclusively a direct-service agency. It lends books and journals to doctors and nurses throughout the state. A small proportion of its loans go to libraries and

to the Traveling Library for relending to individuals and to other libraries. In one sense the Medical Library Service is the agency which most definitely supplements the functions of the libraries of the state. It offers a type of library service which no local library, whether public or private, supplies in any Wisconsin city except Milwaukee. Thus the Medical Library Service supplements all other libraries in the state, outside Milwaukee, with a specialized service in one subject field.

The Legislative Reference Library lends few books but carries on a statewide reference service on public questions and Wisconsin legislation. The reference service of the State Historical Society also outweighs its book loans. Both serve individuals direct; both lend to libraries; and both supplement the Traveling Library. The University Library lends to libraries, not at all to individuals; but individuals may obtain University Library books by asking the Traveling Library for them, since the University Library will lend books to the Traveling Library to be lent, in turn, to individuals. The Traveling Library and the Department of Debating and Public Discussion make continual use of the reference works in the University Library, thus supplementing their own reference collections.

Thus Wisconsin has many separate library agencies, but they are tied together by co-operation. The Traveling Library and the Department of Debating and Public Discussion exercise great care in avoiding duplication of each other's book collections and those of other libraries. The Traveling Library has few periodicals, pamphlets, and government publications, because other libraries have these materials. The Department of Debating and Public Dis-

cussion, on the other hand, restricts its holdings to pamphlets and magazines. These two agencies co-ordinate the services of all six agencies to some extent by using the other agencies and by referring inquiries to them. Although this is not an ideal situation, it could be far worse—the various agencies might compete with one another. On the other hand, the consolidation of all six agencies into one would obviously benefit the state-wide clientele, though it might hamper service to the state government. Better solutions have been proposed in the plans for state library development offered by several state library associations. In certain states all supplementary library service is concentrated in a single agency.

To complain that the situation is no better than it is in Wisconsin would be to overlook the realities of the situation and in particular the fact that the agencies are so many because some which ordinarily would not partake in supplementary library service do so in Wisconsin. Under the circumstances the very existence of supplementary library service in Wisconsin is somewhat surprising. The income available for the service is slight, and the amount of service asked for is not large enough to make larger appropriations probable for some time to come. In 1940 about 1 per cent of the state population used the state library agencies for direct and supplementary library service; about one-third of this number were supplementary-service clients. The small appropriations of the Traveling Library and the Department of Debating and Public Discussion and the small proportion of the population who use their services form a vicious circle. The existence of supplementary library service has not been publicized because the service already taxes the Trav-

eling Library to such an extent that greater demands might force the Traveling Library to restrict its activities to direct service entirely. The other agencies have specific functions to perform; they supplement libraries outside Madison because they believe in co-operating, not because they have been directed to do so. Supplementary library service in Wisconsin has grown without any official over-all plan and with very little official help, but it has succeeded well enough to inspire imitation in other states.

#### SUPPLEMENTARY LIBRARY SERVICE IN WISCONSIN

The people questioned in connection with this study included all those in eight Wisconsin towns or cities who requested loans or information from the state library agencies between July 1, 1940, and April 1, 1941. In order to contrast direct with supplementary library service, two rural centers were included in the eight communities visited, and people living on rural routes leading out from all eight communities were also questioned. The two rural centers have no public library. The six cities all have libraries, and one has a college library and a special library in addition to the public library. The four hundred library clients are of almost all ages from ten to eighty. They live on farms, in small towns, or in small cities. Very few might be called poor, and only one or two could be called rich. Their occupations are varied; the majority are industrial workers, doctors, retail merchants, teachers, college students, school children, housewives, college professors, or government employees. Several have unusual occupations, such as administering a women's prison or a home for retarded children, trapping, and attending an embalming school. Nearly all have had

a high-school education or better—except, of course, those still in the grades.

Their replies to the first question, asking their purposes in using the central library agencies, fall into four main categories. They wanted books to use in their schooling, in their work, in their social activities, and in their private activities. When both the direct-service and the supplementary-service clients are included, the largest group—nearly one-third—was the students. The next largest—over one-fourth—wanted books to use in their work. One-fifth wanted books to use in connection with their group activities, and another one-fifth wanted books or information because of personal problems or interests. In the largest group—the students—practically all grade-school and high-school students were direct-service clients. The other members of the student group were almost without exception supplementary-service clients. When only the supplementary-service group is counted, the vocational group is the largest, while the student group, the personal-interests group, and the group-activities category are all of roughly equal size.

Table 1 shows in percentages the purposes for which the total group studied used the various agencies for library service. Considering only the supplementary-service clients, the people who used the state library agencies for vocational reasons constitute about 30 per cent of the total. Many in this group are schoolteachers and college professors. Teachers' professional libraries are all but unknown in Wisconsin. There are small collections of textbooks and other books in the offices of the county superintendents, but they hardly merit the name of libraries. Consequently, the teachers use the state agencies to make good the deficiency. About a fourth of

TABLE 1

PURPOSES FOR WHICH A SAMPLE GROUP  
USED THE WISCONSIN STATE LIBRARY  
AGENCIES IN 1940-41

Types of Purposes	Percent- ages of Total Purposes*
1. Professional and vocational.....	28
Doctors and nurses.....	6
Doctors:	
Professional reading.....	1
Papers and problems†.....	3
Nurses:	
Professional reading.....	1
Problems.....	1
Teachers.....	9
Professional reading, curriculum revision.....	3
Materials for classroom use....	5
Advisory and other activities...	1
College instructors.....	2
Industrial research men.....	3
Miscellaneous vocations.....	9
Background reading.....	2
Vocational problems.....	7
2. Educational.....	31
Elementary and secondary pupils..	12
Direct service:	
Grade-school pupils.....	4
High-school pupils.....	6
Supplementary library service...	2
Undergraduates and vocational stu- dents.....	16
Extension-course students.....	6
Correspondence-course students..	5
College undergraduates.....	3
Vocational and nursing-school students.....	1
Summer-course students, teach- ers college.....	1
Graduate students.....	4
3. Group activities.....	20
Club members.....	15
Program planning for the year..	2
Preparation of single programs...	10
Materials for entertainments....	3

\* The units upon which the percentages in this table are based are instances of use of the state library agencies for one purpose by one person; two or more requests sent at different times by one individual are counted as one unit.

† "Problem" in this table means some matter of immediate practical importance to the client, such as the worth of a new remedy or the construction of a garage.

TABLE 1—*Continued*

Types of Purposes	Percent- ages of Total Purposes*
Church groups.....	3
Materials for entertainments....	2
Study and church administration	1
Civic groups.....	1
Little-theater groups.....	1
4. Personal activities.....	20
Long-term interests.....	5
Hobbies.....	2
Self-directed study.....	2
Direct service:	
Recreational reading.....	2
Short-term interests.....	16
Personal and home problems....	8
Temporary subject interests....	5
Preference for the works of an au- thor.....	3
Total.....	99

the persons in the vocational category can be grouped under the heading of "Miscellaneous" only, since they are too varied for any other heading, save perhaps that of "Vocations" to cover salesmanship and trades. The needs of the whole group were of two kinds: (1) professional reading and (2) information to use in solving immediate problems. The major part of the use of the state library agencies for vocational purposes was to obtain help in dealing with problems of immediate importance. Professional journals and, in a few cases, book purchases provided professional reading for several of the people who were interviewed. When they encountered special problems and found the local libraries unable to supply the requisite information, they used the state libraries.

After direct-service clients are subtracted from the student group, there remain a few high-school pupils of exceptionally studious habits, along with the college and vocational-school students. A number of undergraduates,

some of whom were out of residence, vocational-school and nursing-school students, summer-course students, and extension-class and correspondence-course students make up about three-fourths of the student group. The other fourth—the graduate students—were all out of residence. The students were, therefore, almost all working at a distance from their own college or university libraries. They attempted to obtain the equivalent of the library service they would have obtained, in most cases, on the campus by combining the services of the local public library with those of the state library agencies.

Those who sent for books to use in connection with group activities were members of women's clubs, men's service or social clubs, churches, such civic organizations as the League of Women Voters and political parties, and little theaters. The clubwomen wanted outlines for the annual series of programs or materials for single programs—papers to be read at a meeting or entertainment suggestions; the men's clubs wanted the latter only. The church group wanted materials for entertainments, books on theology, and information on church administration. The clubwomen were both direct- and supplementary-service clients. They are one group to whom the state library agencies have publicized their services. The heads of the Traveling Library and the Department of Debating and Public Discussion are both prominent clubwomen and have for many years kept the clubs informed of what their departments are prepared to offer.

The last group consists of those who used the state libraries for personal reasons. Their purposes may be divided into long-term and short-term varieties. The long-term purposes are those, such

as hobbies, self-directed study, and recreational reading, which result from the continued pursuit of one activity. The short-term purposes are those arising from some immediate interest, which may or may not develop into a long-term interest. Some of these short-term interests were practical problems, such as how to build a house or how to interest a child in playing the violin, or a temporary interest in a subject as a result of some friend's discussion of it or of seeing a movie "short" or a desire to read a new book by some writer whose earlier books the client had enjoyed. In this group the direct-service clients wanted recreational reading almost exclusively. The supplementary-service clients also wanted books for pleasure reading; but when this was the case, they asked for specific titles, viz., for books by a preferred author which they did not find in the local library.

To sum up, the reasons for which this group in Wisconsin supplemented their local libraries may be divided into four main categories. One category, larger than the others, comprises the purposes arising from the borrowers' occupations. The other three—smaller but of approximately equal size—relate to school-going, group activities, and personal interests. In contrast to the supplementary-service clientele, the direct-service clients used the state library agencies for relatively few purposes—chiefly school purposes and recreational reading. This narrower range of purposes among the rural clients is probably not entirely due to a simpler way of life. The agricultural extension services fill many of the needs of farm families—needs which city-dwellers try to satisfy through libraries. The purposes of supplementary library use are varied because they reflect the variety of occupations and social interests

to be found in an urban environment. In general, the reasons for which supplementary-service clients use the state library agencies command respect. In most instances they used the state agencies for reasons vital, or at least important, in their professional, social, and private lives.

Was supplementary library service their only recourse? Books are not the only sources of information, and libraries are not the only sources of books. The people interviewed were all library clients. As such, they were no doubt exceptions to the general rule that people learn how to carry on their work, meet their practical problems, and carry on other activities without ever going near a library or reading books from other sources. Did these library clients find other ways, in addition to using the local and state libraries, to obtain the books and information they needed? A few extension students in Kenosha had gone to Racine, Milwaukee, or Chicago to use the libraries there, and two or three had purchased books. In the other cities almost none had visited libraries outside their own city or had purchased books. A few college professors visited libraries outside the state, and a few borrowed books through the college library from libraries outside Wisconsin. Two people wrote to Washington for information, and several clubwomen obtained outlines and reading-outlines from their club headquarters. Two individuals secured reading-lists and pamphlets from church headquarters. A number borrowed books from friends, and several others obtained information by questioning local people who knew something about the subject. On the whole, however, they found other sources of books and information rather scanty compared



to the combined resources of the local library and the state library agencies.

#### RESULTS OF SUPPLEMENTARY LIBRARY SERVICE

It must not be supposed that the state library agencies rendered service uniformly satisfactory to all clients. The state library agencies are better equipped to fill some needs than others. The local libraries sometimes asked for unsuitable titles, or the books came too late. The client often failed to make clear exactly what he wanted or did not make effective use of the material which was sent to him. In brief, in this as in other types of library work, the client, the librarian, and the book did not always achieve perfect teamwork.

The people who asked for materials by subject rather than by title failed more often than otherwise in getting what they needed. The ones who knew definitely which book would serve their purpose got it more often than not, thus demonstrating the value of a large central book stock. Those accustomed to use print in their work—professional people and students—were more successful in their use of the state library agencies than those who are not. This is all as we should expect it to be.

How well did the state library agencies do their part? The statistics which help to answer this question are shown in Table 2. The clients who asked for materials within subject fields in which the state library agencies have special book collections or maintain specialized services fared well, those using the specialized services faring best of all. In other words, a large book stock insures generally satisfactory service for people who know which books they want; but, both for such clients and for those who

know only their needs and not which books will satisfy their needs, special collections and services aimed specifically at certain types of needs lead to a high degree of efficiency.

#### CONCLUSION

The investigation of the reasons why four hundred Wisconsin residents used the state library agencies revealed generally the same motivations that are present in any literate community. People use books to help them with problems of one sort or another; when the books are not available locally, they frequently seek help from an external source. That libraries are not the only source of books and information needs no proof. The Wisconsin group were sometimes able to get some of their books and information from other individuals, bookstores, out-of-town libraries, government agencies, and club or church headquarters.

These other sources, while helpful, do not quite meet the need. We can readily understand why this is so. The bookstores have limited stocks. A local resident is not ordinarily so great an authority as someone who has written a book. Visiting an out-of-town library is supplementary library use, of course; but, when a person uses a library in another city, he sends himself instead of his request. Government agencies and club or church headquarters unquestionably give pertinent advice, and they publish information tailored to fit the needs of the people who customarily use their service. However, their advice and publications fit relatively few people. It appears, therefore, that supplementary library service is useful and that satisfactory substitutes for it are few.

How effective are state library agencies in performing supplementary library service? The Wisconsin agencies operate



TABLE 2  
RESULTS OF SUPPLEMENTARY USE OF THE WISCONSIN STATE LIBRARY  
AGENCIES BY A GROUP OF CLIENTS, 1940-41

TYPES OF PURPOSES	RESULTS OF USE, IN PERCENTAGES*		
	Satisfactory	Partially Satisfactory	Unsatisfactory
1. Professional and vocational. . . . .	54	28	17
Doctors and nurses. . . . .	80	20	0
Doctors:			
Professional reading. . . . .	43	57	0
Papers and problems. . . . .	93	7	0
Nurses. . . . .	89	11	0
Teachers. . . . .	38	42	20
Professional reading, curriculum revision. . . . .	33	67	0
Classroom materials. . . . .	33	33	33
Advisory, and other activities. . . . .	100	0	0
College instructors. . . . .	10	60	30
Industrial research men. . . . .	86	14	0
Miscellaneous vocations. . . . .	53	16	30
Background reading. . . . .	50	30	20
Vocational problems. . . . .	55	12	33
2. Educational. . . . .	60	16	24
Elementary and secondary pupils. . . . .	57	43	0
Undergraduates and vocational students. . . . .	59	10	31
Extension-course students. . . . .	43	21	36
Correspondence-course students. . . . .	87	4	8
College undergraduates. . . . .	57	7	36
Vocational-school students. . . . .	29	0	71
Summer-school students. . . . .	57	0	43
Graduate students. . . . .	65	30	5
3. Group activities. . . . .	55	18	27
Club members. . . . .	55	15	30
Program-planning. . . . .	50	25	25
Preparation of single programs. . . . .	57	17	26
Entertainment materials. . . . .	50	0	50
Other activities. . . . .	50	0	50
Church groups. . . . .	50	22	28
Materials for entertainments. . . . .	90	10	0
Study and church administration. . . . .	0	37	62
Civic groups. . . . .	71	29	0
Little-theater groups. . . . .	33	33	33
4. Personal activities. . . . .	35	17	47
Long-term interests. . . . .	20	13	67
Hobbies. . . . .	0	29	71
Self-directed study. . . . .	37	0	62
Short-term interests. . . . .	39	18	44
Personal and home problems. . . . .	42	26	32
Temporary subject interests. . . . .	33	12	54
Preference for the works of an author. . . . .	37	6	56
All purposes. . . . .	52	21	28

\* The percentages in this table were computed from the same units as in Table 1. The table should be read thus: Those who used the state library agencies, in addition to the local library, for purposes arising from their professions and vocations, in 54 per cent of such instances found the service satisfactory, in 28 per cent of the instances partially satisfactory, and in 17 per cent unsatisfactory.

under several handicaps, but that the balance is in their favor in this branch of their activities cannot be gainsaid. On the debit side we find that the six agencies are not co-ordinated by a central authority or even through a central clearing house to which all inquiries might be directed and through which all loans and other replies might clear. On the credit side is the co-operation which cancels a major part of that debit. Another item on the debit side is a lack of up-to-date practical manuals. The reasons for this lack are not far to seek. The university students do not need them. The Traveling Library's public has until recent years been predominantly rural; that is to say, it is chiefly made up of people whose practical problems are solved by county agents and state extension workers. There is little to offset this debit. A balance could be struck here by adding the resources of the technology department of the Milwaukee Public Library on the credit side of the ledger. In fact, if that library could be entered in this account, the final balance would go much farther into the black than it has heretofore.

The final item in red ink—a large item—is the meager support which the state government has thus far seen fit to allot for this state service. Opposite it, in the black column, are not one but sev-

eral entries. One is the special service maintained for the medical profession. Another is the unusual generosity of the University Library and the State Historical Society in providing library service throughout the state. An important item is the spirit of public service which stimulates the staffs of the Traveling Library and the Department of Debating and Public Discussion to a greater pitch of efficiency than would be expected under the circumstances. The greatest asset of all, and one which may in time scale down the liability of inadequate budgets, is "the Wisconsin idea," originally formulated for librarians by Frank Hutchins and kept alive by his successors. In other words, the movement he began can be given new impetus by planning supplementary library service and then by campaigning to put the plans into effect.

The Wisconsin example is a model which could patently be improved, both in Wisconsin and elsewhere. Wherever supplementary library service becomes recognized as a legitimate function of the state government, it should contribute greatly to the solution of the present dilemma which libraries face: the increasingly complex needs for library service and the increasingly difficult task of organizing print for effective library use.

## EFFECTS OF READING UPON ATTITUDES TOWARD THE NEGRO RACE<sup>1</sup>

EVALENE P. JACKSON

LIBRARIANS often talk about the social significance of the library, but assumptions that reading—the library product—is an activity bringing about socially desirable results have not yet been substantiated by any great amount of experimental evidence.

One socially significant result of reading might be changed attitudes brought about by reading materials dealing with the objects or values toward which those attitudes were directed. The purposes of the study described in this paper were: (1) to investigate the effects of reading fiction upon the attitudes toward the Negro race of a group of southern white children, assuming a decrease in prejudice against that race to be desirable, and (2) to show the applicability to a library problem of a technique borrowed from social psychology.

### THE MEASUREMENT OF ATTITUDES

The concept of attitudes has been widely used by social psychologists. Allport, upon an examination of sixteen definitions of attitudes, found a common thread running through all of them: "In one way or another each [definition] regards the essential feature of attitude as a *preparation or readiness for response*."<sup>2</sup> An attitude is "a mental and neural state of readiness, organized through experi-

ence, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."<sup>3</sup> It has been called "probably the most distinctive and indispensable concept in contemporary American social psychology."<sup>4</sup>

Attitudes are measurable by scales designed to indicate the degree of their prejudice in favor of or against an object, such as a race or a country. The use of such a device makes it possible for an investigator to measure attitudes toward certain objects before and after the reading of material dealing with those objects and, under properly controlled conditions, to detect the influence of this reading upon them.

According to general belief, our attitudes tend to be favorable toward the familiar; through experience we become familiar with, and less hostile toward, the strange.<sup>5</sup> Much of the hostility toward the Negro is a result of the failure of the southern white to perceive that the Negro is essentially a creature like himself. The conditions of southern culture give him few opportunities of seeing the Negro in roles other than those conforming to his stereotype of the Negro as a servant. As Dollard says:

It is often something of a discovery when white people learn that there are Negro people

<sup>1</sup> A paper based on a study reported in Miss Jackson's Master's essay, submitted to the School of Library Service, Columbia University, in 1942.

<sup>2</sup> Gordon W. Allport, "Attitudes," in Carl Murchison (ed.), *A Handbook of Social Psychology* (Worcester, Mass.: Clark University Press, 1935), p. 805.

<sup>3</sup> *Ibid.*, p. 810.

<sup>4</sup> *Ibid.*, p. 798.

<sup>5</sup> Truman L. Kelley and A. C. Krey, *Tests and Measurements in the Social Sciences* ("Report of the Commission on the Social Studies," Part IV [New York: Charles Scribner's Sons, 1934]), p. 82.

of refined feeling and noteworthy talent, because they stand in such sharp contrast to the white-caste stereotype of the Negro.<sup>6</sup>

Reading might serve to change this stereotype through its provision of a vicarious experience of Negro life—an experience difficult to come by in actual living. This reading should, of course, emphasize the humanity of the Negro rather than the ways in which the white man supposes that he differs from himself.

Educators have believed that reading helps to fix such attitudes. Rosenblatt feels that books

may help fix attitudes toward different races; consider the influence, for instance, of the fact that the child usually encounters the Negro presented as an object for laughter or at best as a kind of prize domestic animal, as in so many novels of the South purporting to show the kindness of masters to servants. The repeated impact of such images bodied forth in poems, novels, plays, and biographies surely adds something to the complex pressures acting on the individual and leading him to crystallize his sense of the world about him and his sense of the appropriate attitudes to assume toward it.<sup>7</sup>

I. A. Richards has called the attitudes evoked the important part of any experience.<sup>8</sup> Art he regards as a potent experience in bringing about growth and change. Indeed, he holds that

among all the agents by which "the widening of the sphere of human sensibility" may be brought about, the arts are the most powerful, since it is through them that men may most co-operate and in these experiences that the mind most easily and with least interference organizes itself.<sup>9</sup>

<sup>6</sup> John Dollard, *Caste and Class in a Southern Town* (New Haven: Yale University Press, 1937), p. 73.

<sup>7</sup> Louise M. Rosenblatt, *Literature as Exploration* (New York: D. Appleton-Century Co., 1938), p. 227.

<sup>8</sup> *Principles of Literary Criticism* (New York: Harcourt, Brace & Co., 1925), p. 132.

<sup>9</sup> *Ibid.*, pp. 132-33.

It was assumed for the purpose of this study that a story might serve as such an agent. It was believed that the attitudes of a group of southern white children toward the Negro race might be modified by reading fiction presenting that race in a sympathetic light.

The problem of attitude modification has been approached by others. No attempt is made to review the literature of the subject here, since adequate summaries are available elsewhere. The interested reader is referred to Allport,<sup>10</sup> to Droba,<sup>11</sup> and to Dunham.<sup>12</sup> Murphy, Murphy, and Newcomb have also reviewed experimental studies of the effects of extra-school experiences, some of which involved reading, upon attitudes.<sup>13</sup> To summarize the conclusions reached: "Experimental studies of the possibility of affecting attitudes have in general yielded positive results, although the changes have usually been of a small order of magnitude."<sup>14</sup> Such investigations have usually followed a pattern: (1) the measurement of the attitudes in question, (2) the application of some stimulus designed to affect these attitudes, and (3) a second measurement of the attitudes to ascertain the change produced in them by the stimulus. Several studies report the use of reading as such a stimulus. According to Waples *et al.*,

<sup>10</sup> *Op. cit.*, pp. 798-844.

<sup>11</sup> Daniel D. Droba, "Topical Summaries of Current Literature: Social Attitudes," *American Journal of Sociology*, XXXIX (1934), 513-24.

<sup>12</sup> H. Warren Dunham, "Topical Summaries of Current Literature: Social Attitudes," *American Journal of Sociology*, XLVI (1940), 344-75.

<sup>13</sup> Gardner Murphy, Lois Barclay Murphy, and Theodore M. Newcomb, *Experimental Social Psychology* (rev. ed.; New York: Harper & Bros., 1937), pp. 956-59.

<sup>14</sup> Otto Klineberg, *Social Psychology* (New York: Henry Holt & Co., 1940), p. 371.

such studies "... have repeatedly shown that reading can change attitudes."<sup>15</sup>

So far as the investigator knows, this is the first study of changes in attitudes toward the Negro race as a result of reading fiction. Lasker cites the cases of children who claimed that they had acquired racial attitudes through reading stories. Anti-Jewish attitudes were, in one instance, aroused by reading a fairy tale and confirmed years later by the *Merchant of Venice*. Another child learned to love the Germans through their literature to such an extent that she was to some degree proof against propaganda during the First World War.<sup>16</sup>

#### THE PLAN OF THIS STUDY

This study follows the same general pattern described above in its use of (1) an initial measurement of attitudes, (2) an experimental situation, and (3) a subsequent measurement of attitudes. Two equated groups of junior high school children were used as subjects, an experimental group reading fiction presenting the Negro race in a sympathetic light and a control group doing no reading. Attitudes were measured for a third time after a fortnight to ascertain if the change produced by the reading was lasting.

In order to equate factors which might, if not controlled, influence attitude shifts, groups were matched to insure similarity. The factors in respect to which they were matched were sex, intelligence, chronological age, and socioeconomic status. The bearing of these factors upon attitudes is uncertain.

There is no consensus in regard to the

relation between sex differences and prejudice for or against the Negro. Murphy, Murphy, and Newcomb point out:

Considerable evidence is at hand regarding sex differences in racial attitudes, but no generalizations whatever are warranted. Both men and women, according to various investigations, have been found to be "reliably" more favorable toward the Negro, while no differences at all are reported in still others. Nothing short of a comparison of males and females from the same homes can give us authentic information on this point, and we know of no such evidence.<sup>17</sup>

The same number of male and female children were, however, used in each group.

Children from both groups were likewise paired according to intelligence, for, "other things equal, . . . individuals of low intelligence may be presumed to borrow ready-made attitude stereotypes most freely."<sup>18</sup> It would be thus assumed that less intelligent subjects were more conventionally southern, i.e., more unfavorably prejudiced, in their attitudes toward Negroes than subjects of greater intelligence.

It is not known how soon anti-Negro prejudice develops in children, but racial attitudes are not innate. This brings up the question of when these prejudices appear, for

once it is granted that prejudice against races is not a native trait there must, of course, be age differences in racial attitudes, since attitudes develop during some period of time. The only question is: How early and how rapidly do they develop?<sup>19</sup>

There is some evidence that anti-Negro prejudice develops early even in children outside the southern environment.<sup>20</sup> The suggestion has been made that many differences are simply the result of living under certain cultural conditions.<sup>21</sup> Every

<sup>15</sup> Douglas Waples, Bernard Berelson, and Franklin R. Bradshaw, *What Reading Does to People* (Chicago: University of Chicago Press, 1941), p. 108.

<sup>16</sup> Bruno Lasker, *Race Attitudes in Children* (New York: Henry Holt & Co., 1929), pp. 163-65.

<sup>17</sup> *Op. cit.*, p. 914.

<sup>18</sup> *Ibid.*, p. 1045.

<sup>19</sup> *Ibid.*, p. 925.

<sup>20</sup> *Ibid.*, p. 925.

<sup>21</sup> *Ibid.*, pp. 919, 980.

effort was made to secure children who had been immersed in this particular culture for the same length of time; all chosen were natives of Atlanta, Georgia.

There is no certainty that the socio-economic status of an individual influences his attitudes, and

in view of the complicated network of influences responsible for attitude formation, it seems positively *naïve* to expect to find simple correlations between socio-economic status and a particular attitude.<sup>22</sup>

Because of the lack of evidence on this point and the possibility of increased animosity (due to greater economic rivalry) on the part of children from poorer homes, children were also matched in this respect. The Sims score card for socioeconomic status<sup>23</sup> was used for obtaining the necessary data on the children's background.

Data on sex, intelligence, and chronological age were secured from school records. The children were equated, pair by pair, for the first two factors. The mean chronological age and the mean socioeconomic status for the two groups were matched, the differences between the means exceeding the probable error of those means in neither case.

It was originally planned to secure fiction to use in this experiment from among children's books in current use in libraries. Certain arbitrary standards, largely based upon common sense, were adopted for purposes of selection. The material had to be a story about a Negro. It had to provide a sympathetic and interesting reading experience for children twelve to fourteen years of age. Preferably, it should stress the similarity of the needs and personality of the Negro child

to those of the white child, while showing the dissimilarity of the circumstances and opportunities of his life. Of necessity the story or passage could not be beyond the reading ability of the average eighth-grade child.

To achieve these objectives the following criteria were set up:

1. Presentation of the Negro as a normal human being, essentially similar to the white but denied his opportunities for achievement and self-expression.

2. Simple, vivid narrative quality.

3. Situations of interest to junior high school students. The interest of such a group would include home, school, adventure, and a dawning interest in adult books.<sup>24</sup>

4. A vocabulary level suitable to the seventh grade. The level was kept a grade lower than that of the children in order to facilitate comprehension.

5. Avoidance of dialect. Lasker feels that "one of the worse features of popular literature for children, from the point of view of racial attitudes, is the pigeon English or ridiculous diction that is put into the mouth of foreigners."<sup>25</sup> While Negro dialect is not precisely pidgin English to the southern white child, it is a factor which leads to a feeling of superiority when seen in print.

6. A reading time of no more than twenty-five minutes, since it was necessary to adapt the experiment to the exigencies of the school schedule.

A search for a story meeting these requirements was unsuccessful, and a short story was therefore constructed according to these criteria. While any attempt to conform to such principles of propa-

<sup>22</sup> *Ibid.*, p. 1015.

<sup>23</sup> *Sims Score Card for Socio-economic Status, Form C* (Bloomington, Ill.: Public School Pub. Co., 1927).

<sup>24</sup> Lewis M. Terman and Margaret Lima, *Children's Reading* (2d ed.; New York: D. Appleton & Co., 1931), pp. 41-43.

<sup>25</sup> *Op. cit.*, p. 205.



ganda as those presented by Doob<sup>26</sup> was avoided, it cannot be denied that the purpose was "to control the attitudes of . . . individuals";<sup>27</sup> therefore, strictly speaking, the passage used falls within the category of propaganda. No claim to literary excellence is made. The story was used as a makeshift in lieu of better material. The children, however, evinced their interest by numerous questions as to the subsequent fate of the boy about whom the story was written.

The story was first written, then checked with the Thorndike word list<sup>28</sup> in order to eliminate words beyond the seventh-grade level, i.e., those beyond the first 8,000.<sup>29</sup>

The Hinckley scale for measuring attitudes toward the Negro was used in ascertaining the attitudes of the groups. This scale consists of two forms, A and B, and is one of a series, "The Measurement of Social Attitudes," constructed according to principles devised by L. L. Thurstone,<sup>30</sup> and published by the University of Chicago Press.

The psychophysical method, which Thurstone used, is based upon the conception of degrees of favorable or unfavorable prejudice as shown by the person's agreement or disagreement with certain statements. For instance: agreement with the statement, "Inherently the Negro and the white man are equal,"

is evidence of considerable favorableness toward the Negro. Conversely, agreement with the statement, "I place the Negro on the same social basis as I would a mule," is evidence of unfavorable prejudice. The process of constructing the scale was this. The attitude to be measured was stated. From one hundred to one hundred and fifty statements about this attitude were collected from magazines, newspapers, people, etc. The statements, which express unfavorable prejudice, neutrality, and favorableness, were then rated by a number of judges as to the degree of these qualities which they indicated. The scale value assigned to each item was the median of all the scale values assigned by the judges. Statements receiving widely differing judgments were discarded as unsuitable. Suitable statements were used in the final scale, care being taken that they were evenly spaced with respect to favorableness. The person whose attitudes are being tested checks all statements with which he agrees, and his score is the median scale value for all those indorsed.

Scores may be interpreted according to the following table:

- 0.0- 1.9 Strongly prejudiced against the Negro
- 2.0- 3.9 Prejudiced against the Negro
- 4.0- 6.9 Neutral position
- 7.0- 8.9 Liberal toward the Negro
- 9.0-10.9 Very liberal toward the Negro<sup>31</sup>

The statements on both forms of the scale were checked for vocabulary difficulty, and words beyond the seventh-grade level were replaced by synonyms falling within it.

The procedure for administering the scales was as follows: (1) Form A was administered to both groups, (2) the ex-

<sup>26</sup> Leonard W. Doob, *Propaganda: Its Psychology and Technique* (New York: Henry Holt & Co., 1935).

<sup>27</sup> *Ibid.*, p. 89.

<sup>28</sup> Edward L. Thorndike, *A Teacher's Word Book of the Twenty Thousand Words Found Most Frequently and Widely in General Reading for Children and Young People* (New York: Teachers College, Columbia University, 1932).

<sup>29</sup> Edward L. Thorndike, "The Vocabularies of Juvenile Books," *Library Quarterly*, V (1935), 154.

<sup>30</sup> L. L. Thurstone and E. J. Chave, *The Measurement of Attitude* (Chicago: University of Chicago Press, 1929).

<sup>31</sup> *Instructions for Using the Scale "Attitude toward the Negro"* (Chicago: University of Chicago Press, 1930).

perimental group read the story, the control group did not, (3) Form B was administered to both groups. About 12 minutes was required for each of the two testing periods.

The children were told that there were no right and wrong answers, that what the examiner wished was a frank expression of opinion, and that no use would be made of the results that would in any way influence their school standing.

The children in the experimental group were asked to read the material, presented in mimeographed form, as if it were a story in a book which they were reading for fun, not as a lesson to be learned. Questions were allowed, and an informal atmosphere was encouraged. There was no formal discussion, although subjects were told when Form B of the scale was distributed that, after checking it, they might talk about the story. They were extremely co-operative and asked numerous questions at the end of the experiment, chiefly about the Negro boy in the story and what became of him. The time allowed for reading was twenty-five minutes, all subjects finishing well within that period of time.

#### RESULTS

The mean score for the experimental group on Form A of the Hinckley scale was 6.54 with a sigma of 0.8 at the time of the initial measurement of attitudes. The mean score for the control group was 6.23 with a sigma of 1.01. These scores place both groups at least within the neutral range (4.0-6.9). According to Waples *et al.*, neutral attitudes indicate a good possibility for a shift in the direction desired after reading.<sup>32</sup>

<sup>32</sup> Waples, Berelson, and Bradshaw, *op. cit.*, p. 100.

After the experimental group had read the story, the mean of their attitudes, as measured on Form B of the scale, was 7.49, sigma 0.93; while the mean for the control group was only 6.25, sigma 1.24. Since the differences between the two scores was 1.24 and the sigma of the difference 0.32, this represents a small but significant change in the attitudes of the experimentals, now within the liberal range (7.0-8.9). The experimentals gained 0.93 over their own initial attitudes—a shift which is likewise significant.

At the end of two weeks, when Form A of the scale was repeated, the gain had been lost. The mean score of the experimental group was only 6.27, sigma 1.16, a slightly lower score than was achieved at the beginning of the experiment. The mean score of the control group was 6.1, sigma 0.87.

Some regression toward the original position was to have been expected, although "even small amounts (fifteen minutes) of reading have been known to produce an attitude change which will be measurable at the end of eight months."<sup>33</sup>

Although this study was planned in terms of a single experimental situation, curiosity on the part of the investigator prompted a second trial using the same techniques and materials, but groups from a different school. The second control and experimental groups were matched, each to each, by the method employed in matching children in the first experiment. On the second test the experimental group scored 6.75, sigma 1.1; the control, 5.65, sigma 1.24. The difference was 1.10 in favor of the experimentals, the sigma of the difference 0.45. This does not indicate complete reliability.

<sup>33</sup> *Ibid.*, p. 110.

## CONCLUSIONS

A small but significant shift from a less to a more favorable attitude toward the Negro race, as measured by the Hinckley scale, was indicated by the mean scores of the experimental group in the first school after reading fiction which presented that race in a sympathetic light. This shift was not lasting. A repetition of the experiment in a second school revealed a small but insignificant shift in the same direction on the part of the experimentals.

In this particular situation reading does seem to have had a measurable social effect, if not a lasting one. The findings are in accord with what is known of the influence of reading upon attitudes.

It must be remembered that in both schools experimental and control groups were equated within the particular school. There was no attempt to equate the schools with each other. The children at the first school were slightly more intelligent than those at the second, whereas the children from the second school were slightly older than those from the first. In respect to socioeconomic status, children from the first school were of a very high status while those from the second were of a high status. It is felt that too little is known of the correlation of intelligence, chronological age, and socioeconomic status with attitudes or attitude change to offer this as an explanation of the differences in the influence of reading on the attitudes of the children in the two schools.

If other factors, not present in the circumstances of the first experiment, entered into the second, the investigator is unaware of them. Differences might possibly have resulted from such conditions as failure on the part of the investigator to secure as friendly a relationship

with subjects or less interest on the part of the children in the reading matter.

A further explanation of these factors is outside the scope of this study, which included no examination of predispositions of subjects which might make them more, or less, responsive to particular reading materials. Under similar circumstances the attitudes of the first experimental group shifted significantly, the attitudes of the second group did not.

The change effected by reading was not lasting. The score of the experimental group on the third test indicated that the gain made after reading fiction was lost in two weeks. It should be remembered that the time involved was brief, the reading and the two tests all falling within an hour. Findings cannot be used to forecast action on the part of the subjects, for, as Kelley and Krey point out, a test of attitude administered [after emotion which caused violent change] . . . would have little value in predicting future conduct. Modification of such attitudes can be accomplished only by repeated or reinforced treatment extending at least through school years and often beyond that time.<sup>34</sup>

It is hoped that further studies will be made of the influence of reading upon attitudes. Evidence as to the cumulative effect of the reading experience is particularly needed, as this study involved only one such experience, the result of which was not lasting. Comparisons of the relative efficacy of various types of reading materials in producing attitude change might also be made.

Investigations of the possibility of using other scales from the fields of psychology and social psychology in studying library problems might be carried further, since some of these scales should be applicable. For example, evidence as

<sup>34</sup> Kelley and Krey, *op. cit.*, p. 93.

to the influence of reading upon such personality traits as life-values might be gathered by employing similar techniques and the Allport-Vernon scale.<sup>35</sup> This scale consists of a number of questions designed to reveal the relative dominance in the personality of several values: aesthetic, economic, social, religious, political, and theoretical. Examination of the Hildreth<sup>36</sup> bibliography of mental tests and rating scales and the Buros bibliographies<sup>37</sup> should suggest some of the ways of going about collecting data to answer questions now asked as to the ways in which reading influences readers.

In view of the fact that a change in attitude was produced by reading in a specific situation, librarians might be urged to give more representation to fiction in which the Negro is presented in a natural and sympathetic light. Publishers should be encouraged to make available more stories of this type suitable for children. An effort should be made to publicize such material to children and to adults.

<sup>35</sup> Gordon W. Allport and Philip E. Vernon, *A Study of Values* (Boston: Houghton Mifflin Co., 1931).

<sup>36</sup> Gertrude H. Hildreth, *A Bibliography of Mental Tests and Rating Scales* (2d ed.; New York: Psychological Corp., 1939).

<sup>37</sup> Oscar K. Buros, *Educational, Psychological, and Personality Tests of 1933, 1934 and 1935* ("Rutgers University Bulletins," Vol. XIII, No. 1; "Studies in Education," No. 9 [New Brunswick: School of Education, Rutgers University, 1936]).

Oscar K. Buros, *Educational, Psychological, and Personality Tests of 1936* ("Rutgers University Bulletins," Vol. XIV, No. 2A; "Studies in Education," No. 11 [New Brunswick: School of Education, Rutgers University, 1937]).

Oscar K. Buros, *Mental Measurements Yearbook* (New Brunswick: Rutgers University Press, 1938—).

This study makes no pretense of being more than an approach to the problem of the social significance of reading, and it has touched upon but one limited aspect of that problem. The results do seem to indicate the possibility, upon the basis of further experiments with such instruments and the development and perfection of others, of measuring the influence of reading upon communities in terms of such effects as changed attitudes.

The attitudes of a school toward a certain race or social problem might be measured at the beginning of a term. If, during that term, a library program designed to bring about more favorable attitudes toward that race or problem was planned and carried out, the influence of the library upon these attitudes might be measured by a repetition of the scale. Another school in which no such program was tried could, if desired, be used as a control.

In the case of the public library, the effects of a program designed to bring about better race relationships might be measured by testing samples of the population before, during, and at the end of that program. This, of course, implies the co-operation of the community, which depends largely upon its attitudes toward the library. Such tests might be made at community meetings, if the audience were representative of the library public.

The data found in this study are less useful as evidence of the influence of reading upon attitudes than as the demonstration of a method of evaluating library service in terms of social significance. Further studies utilizing similar methods and producing more evidence should suggest further applications.

## FREDERICK P. KEPPEL: 1875-1943

THROUGH the death of Frederick P. Keppel on September 8, 1943, America lost a great educational statesman, and librarians and administrators of colleges, universities, museums, learned societies, and research organizations throughout the world lost an understanding, stimulating personal friend. As president of the Carnegie Corporation of New York from 1923 to 1941, Dr. Keppel directed with rare wisdom and skill the affairs of that organization; its fundamental aim—the advancement and diffusion of knowledge and understanding—gave range and lift to his vision and constantly guided him in the formulation of policies.

It is when seen against this background of purpose that Dr. Keppel's relation to libraries takes on full meaning. He understood better than any other American educator the place of libraries in the dissemination of knowledge. He therefore sought constantly for ways and means of developing and utilizing libraries, as well as other educational institutions, in the discovery and spread of knowledge.

Although Dr. Keppel was interested in many areas of librarianship, those to whose development he contributed most notably were selected by him with the thought of placing emphasis where emphasis would be most effective. These were national organizations, such as the American Library Association and the American Association for Adult Education; public, college, and university libraries; and education for librarianship. Of these, the latter is selected for particular attention here. In developing this field Dr. Keppel found guidance in

two notable reports: Flexner's *Medical Education in the United States and Canada* (1910) and Williamson's *Training for Library Service* (1923). These were supplemented by the studies of the Board of Education for Librarianship of the American Library Association.

Dr. Keppel's objectives in the field of education for librarianship were three. First of all, he insisted that every library school should become a vital part of the university, "bathed in its blood stream and stimulated by its nervous system—both voluntary and sympathetic." He was convinced that, while a professional school might find it easier and simpler to follow a policy of isolation and conceivably might maintain temporarily stricter standards by doing so, in the long run it would prosper most by becoming thoroughly integrated in the life of the university. He also maintained that, unless this kind of relationship was established, neither faculty nor student could profit to the full by university membership; nor, by the same token, would the members of the profession trained under such conditions be likely in later years to take their proper place in the broad professional life of the community.

The Flexner report of 1910 revealed the weakness of professional training in medicine. The Williamson report in 1923 revealed similar weaknesses in education for librarianship. Dr. Keppel's second objective, consequently, was to see not only that library schools became integral parts of colleges and universities but, even more important, that they should strive, particularly at the graduate level, to carry out programs of in-



struction and research characteristic of the spirit and methods of graduate training at its best in other fields. When the Graduate Library School of the University of Chicago was established to provide instruction at the graduate level, he expressed the wish that it might develop a program as distinctive and as different from the ordinary program as that which the Medical School at Johns Hopkins adopted at its organization. Close integration with other departments and schools, sound investigation, scientific experimentation, and critical publication constituted the main features of such a program.

For all library schools Dr. Keppel sought as the third objective the attraction of students who through previous training and demonstrated ability and personality could profit from library training and who might later become leaders in the cultural and intellectual life of the American community.

To stimulate such training, the Corporation, under Dr. Keppel's direction, made generous provision. In 1925 it set aside \$1,000,000, the income from which for a ten-year period was devoted to the support of then existing library schools. This was supplemented by grants for the establishment and support of others, and after 1935 the principal was given to certain schools as endowment. The program was further implemented by grants to the Board of Education for Librarianship, for fellowships administered by the American Library Association and the

Division of General Studies of the Yale Graduate School, and for aid directly to students.

Dr. Keppel was largely responsible for the establishment of the Graduate Library School of the University of Chicago, and his interest in its development was constant. He frequently recommended grants for research, for the publication of the *Library Quarterly*, for the establishment of the "University of Chicago Studies in Library Science," and for the support of a series of institutes which have been a regular feature of the School's program. In 1941 he indicated his interest in the development of the experimental first-year curriculum now in operation at the School.

Education for librarianship was only one of Dr. Keppel's many interests, even in the field of librarianship. His interests included many other fields, particularly the fine arts, adult education, research, scientific aids to learning, and interracial relations. The consideration which he gave to the development of education for librarianship, however, was typical of his method. Upon all of them, whatever their nature, he brought to bear a rich experience, a keen mind, a retentive memory, a wide knowledge, and a rare genius for quick understanding that insured such development as to contribute most to the achievement of the purpose of the trust he so successfully administered.

LOUIS R. WILSON

UNIVERSITY OF NORTH CAROLINA



## JAMES CHRISTIAN MEINICH HANSON: 1864-1943

SOME personalities, not unlike buildings, rest upon qualities such as we attribute to bedrock, others rise upon a more or less floating foundation. Each variety has its special virtues and its relative usefulness, provided the personal elements (knowledge, skill, diligence, morals) are well balanced in the synthesis. Dr. Hanson belonged definitely to the bedrock kind. His principal categories, evolved and formulated in his early youth, persisted throughout his mature years, and he held them beyond dispute.

Fundamental among these was his conviction of the absolute truth of Christianity. The church bell, among all life's precious sounding metals, was matchless to him. No less deep-seated was his sense of the integrity and dignity of humanity, the people. This was closely associated with the conviction that man must work as a matter of conscience, not merely of convenience; a stern business, which calls for a definite purpose, a valid method, rigid regulation. In library work we must go all the way.

Hanson's steadfastness came from racial traits and family inheritance. Its expression took shape and utterance from his home in Norway, and none the less from the teachers he met when, as a child of nine, he was sent to Decorah, Iowa, for his formal education among friendly relatives, entering the preparatory department of Luther College, and, later, the college itself. Capable men and inspired educators have made Decorah a notable factor in American enlightenment in the Northwest, and Jens Hanson never lost the ideals of his happy youth. He not only attained sound scholarship

but learned to love purposeful work with his hands, and he practiced the latter skill in later years during his *otium* at Sister Bay. He delighted in his gift of song and while a youth found joy in playing baseball so well that Cornell University later counted him a pillar of strength on its team.

If, as Jens Hanson was seriously advised, he had become a minister of the Gospel, he probably would have become a leader among Lutherans. But theology appealed less to him than the humanities, and he went to Cornell in 1888 for graduate study, once more finding teachers of excellent ability who guided him into the mysteries of history and philosophy. I am inclined to think that whoever worked under the eye of Moses Coit Tyler and Charles Kendall Adams was bound to succeed in some field of work. Hanson remained true to the influence of their scholarship and method. He did more than that; he turned his cumulated experience into a tradition which took definite form in the work of himself and his associates in the Newberry Library, in the University of Wisconsin Library, in the Library of Congress, and in the University of Chicago.

Hanson joined the Newberry staff in 1890, meeting there a notable group of young and ardent librarians, most of whom in time rose to high places. Dr. Butler mentioned some of these in the biographical sketch which he carefully penned in 1934:<sup>1</sup> the forces organized by Dr. Poole. Hanson never was certain of the reasons for his choice of librarianship as a career, but librarianship then

<sup>1</sup>See *Library Quarterly*, Vol. IV (April, 1934), issued as a *Festschrift* for Dr. Hanson.

was taking form and appealed to the historically minded, even though the rewards for some time were meager. I believe Charles Martel spent a small fortune in order to serve an apprenticeship under Dr. Poole. Another talented Poole pupil was Stefánsson; he and Martel later on, with Hanson and with Charles Hastings, became recognized forces in the administration of the Library of Congress.

After four years (1893-97) of exacting routine work in the University of Wisconsin Library, Hanson was called to the Library of Congress and given the task of organizing the cataloging and classification. Helen K. Starr in 1934 described in an engaging way the milieu of the Catalog Division about the beginning of this century. It was a beehive of skill and great ability. All librarianship begins with an appreciation of perfect cataloging, and we certainly were put on our mettle—most of all the Chief himself and the department heads. We saw Hanson daily coming and going with a little handbag filled with catalog cards to which he gave a final revision. The very hands of the blond giant gradually seemed more and more fitted to hold a bunch of cards and turn them over, while a single glance would mark a flaw or pick out a triumph of skill. To hear him say, "That's first rate," was a reward long remembered and cherished. In the midst of practical reorganization problems and the necessary balancing of the output against the growing demands of speed and promptness, especially after the creation of the Printed Card Division, Hanson became deeply concerned with the codifying of cataloging rules. Happily, he was able to leave classification in the hands of Martel, the *conseiller d'état* in all problems of form and method, while Charles Hastings devel-

oped the publication of printed cards with rapidity and rare business skill. But the pressure of work was so hard that some of us habitually spent many evening hours in the Library—Martel sometimes even half of his nights!

In 1910 a reorganization of the University of Chicago Libraries was planned, and Hanson undertook the task, while Dr. Burton served as faculty moderator with the title of Director. This organization was only partially satisfactory. Centralization then was not popular on the campus, but it gradually became evident that permanent collections call for a treatment different from that of undergraduate material. The problem of use and responsibility for use, on the one hand, and of the logical distribution of holdings, on the other, never was, and never will be, easy of solution so long as literary research and mere routine use of books are within one administrative domain. There is much to be said for a reasonable development of departmental collections; but at the outset Hanson was bound to insist on a centralization of administrative and routine functions, and the wisdom of this policy, indeed, was demonstrated by actual results long before 1925. The difficulties were the same as they had been in the Library of Congress—a vast continuous influx of books and documents, the exploration of arrears, the rounding-out of inadequate collections, the acquisition and gradual completion of serial publications of all kinds, the treatment of special material, and the ready reaction to demands from rapidly expanding faculties and departments. Hanson during this period had but few lieutenants into whose hands he could intrust special functions; and, as he grew older, he gradually lost sight of the necessity of such lieutenants. The book selection alone gave him many

wakeful hours. But the library, which grew under his hands by more than a million volumes, became properly cataloged and classified, was harmoniously developed in all directions, and grew into as much of a true library as the inconveniences of the building would permit.

Hanson's participation in the organization (1928) of the Vatican Library is too well known to be more than mentioned. This expedition gave him an opportunity to pay a visit to his beloved Norway, and it took Martel back to his native Switzerland.

Then followed a period of teaching at the Graduate Library School (1928-34), which Hanson thoroughly enjoyed. Naturally of didactic inclinations, he found pleasure voicing his well-considered categories, checking their acceptance with the younger generation, and watching new developments. He continued until

the end his analytical and synthetic occupation with problems of cataloging and the unification of attendant methods—in which respect we librarians are far in advance of any other function of mankind.

And, amidst it all, hundreds of us kept looking to him with deep devotion as a teacher and a friend, a peaceful but very determined man, insistent on the traditions and ideals which had served him and the best of his contemporaries well and truly: A scholar of a poetic-historical pattern, a safe guide, sincere and faithful in all the many tasks which filled his long and far from easy life. He passed away in a bleak November night—but spring is ahead, dear old friend, spring and the liberation of Norway!

J. CHRISTIAN BAY

JOHN CRERAR LIBRARY  
CHICAGO

## THE CONTRIBUTORS TO THIS ISSUE

**RALPH E. ELLSWORTH:** for biographical information see the *Library Quarterly*, XII (1942), 764. Since December, 1943, Mr. Ellsworth has been director of libraries at the University of Iowa.

**EVALENE P. JACKSON** was born in Atlanta, Georgia, on May 16, 1903. She received her A.B. degree from Barnard College in 1927, her A.B. in L.S. from Emory University in 1929, and her M.S. from the School of Library Service, Columbia University, in 1942. From 1929 to 1936 she was employed by the Carnegie Library of Atlanta, where she served as assistant in the boys' and girls' department, assistant in charge of the high-school information desk, and finally as readers' adviser. Since 1936 she has been teaching courses in book selection and children's and young people's reading at the Library School of Emory University.

**HAROLD LANCOUR**, librarian of the Cooper Union for the Advancement of Science and Art, New York City, was born in Duluth, Minnesota, on June 27, 1908. He attended the Institute Universitaire de Hautes Etudes Internationales at Geneva, 1930-31, and received his Bachelor's degree from the University of Washington in 1932 and his Bachelor's and Master's degrees in library science from Columbia University in 1936 and 1942, respectively. From 1932 to 1935 he managed a bookshop in Seattle, Washington, and from 1935 to 1937 was a reference assistant in the New York Public Library. In 1937 he became associated with the Cooper Union, where he has held the positions of music librarian (1937-40), acting librarian (1940-41), and librarian and assistant professor of bibliography (1941-). He was inducted into the Army in August, 1943.

Mr. Lancour is the compiler of *Heraldry: A Guide to Reference Books* (1938), *Passenger Lists of Ships Coming to North America, 1607-1825* (2d ed., 1938), and *American Art Auction Catalogues, 1785-1942* (1943), all of which appeared originally in the *New York Public Library Bulletin*, and has contributed to professional periodicals.

**JOHN FRANCIS McDERMOTT** was born in St. Louis, Missouri, on April 18, 1902. Washington University (St. Louis) awarded him the A.B. degree in 1923 and the A.M. in 1924, and he has continued at that institution as instructor of English (1924-36) and assistant professor of English (1936-42). In September, 1942, he accepted a commission as first lieutenant in the Air Corps and is now a captain, in charge of the Cryptographic Section at Morrison Field.

Captain McDermott's *Private Libraries in Creole Saint Louis* was published in 1938 and *A Glossary of Mississippi Valley French* in 1941. He is the editor of *Tixier's Travels on the Osage Prairies* (1940), *Washington Irving's Western Notebooks* (1943), and two other volumes of western travel which are in press; author and editor, with others, of various Freshman textbooks in English; editor of two volumes of Lewis Carroll material; and author of numerous articles on historical subjects in the *Missouri Historical Review*, the *Western Pennsylvania Historical Magazine*, the *Papers of the Bibliographical Society of America*, *Mid-America*, the *Illinois Historical Journal*, *School and Society*, etc.

**JOHN VANMALE** was born in Kalamazoo, Michigan, in 1899. He received his A.B. degree from the University of Denver School of Librarianship in 1936, his M.A. from the University of Denver in 1940, and his Ph.D. from the Graduate Library School of the University of Chicago in 1942. From 1922 to 1935 he was a bookseller in Chicago, Paris, and Denver. He has held the positions of research librarian, Denver Public Library (1935-37); director, Bibliographical Center for Research, Rocky Mountain Region (1937-40); acting librarian and member of the faculty, University of Denver (1939-40); A.L.A. Fellow (1940-41) and research assistant (1941-42) in the Graduate Library School; director of the Pacific Northwest Bibliographic Center (1942-43); and professor of library science and librarian, Madison College, Harrisonburg, Virginia (1943-). He is the author of *Union Card Catalogs in the United States: A Preliminary List* (Denver: Bibliographical Center for Research, 1938) and *Resources of Pacific Northwest Libraries* (Seattle: Pacific Northwest Library Association, 1943) and contributes to professional periodicals.

## THE COVER DESIGN

PEDRO HARDOUYN, whose mark is reproduced, was evidently a member of a family which during the fifteenth and sixteenth centuries played an important role in the history of Parisian printing. Of his personal life we know but little. He appears to have belonged to the old school of printing, for he affected the use of the term "Master Printer." Also, he was evidently a well-educated man. He wrote—or, at least, signed—a preface in Latin to his edition of Guido Morel's treatise on Spanish money, weights, and measures, the *Minervae Aragoniae*, which he published in 1536.

In 1526 Hardouyn opened a printing-house in Saragossa, giving that city for the first time two typographical establishments. Saragossa boasted of one very prolific scholar, the philosopher and mathematician Gaspar Lax. Soon Hardouyn was printing his numerous treatises on logic, most of them in folio.

This continued for two years, 1528–29, when, after Hardouyn had printed six of his works, Lax suddenly withdrew his patronage. Hardouyn then changed from the printing of Latin treatises on logic to popular romances in the vernacular, all—or nearly all—of them by contemporary authors.

Although he printed about eleven years, Hardouyn did not produce many books. He is known as the printer of only about a dozen editions,

Hardouyn probably died early in 1537. His widow, Juana Millán, finished the *Hortulus passionis* on November 24 of that year. She operated the press alone until about 1545, when she married a printer, Diego Hernández. He died about a year after the marriage. Juana Millán

then continued to manage the business until about 1549.

Hardouyn's sons were known by their mother's name, Millán—possibly because their mother was a well-known tradeswoman and possibly because they preferred a Spanish name to a foreign one. Agostin Millán succeeded to the press and printed from 1551 to 1563. He was followed by his younger brother, Juan Millán, who printed from 1564 to 1577.

Hardouyn's mark is a representation of an angel bearing in his right hand a palm branch, in his left hand a shield—similar to that in the mark of Ger-

main Hardouyn of Paris—signed with the printer's initials, "P H," surmounted by an archiepiscopal cross. Above is the motto "Deo iuvante" (possibly a misspelling of "iuvante"—"By the help of God"). His sons redrew the mark, substituting their respective initials for those of their father.

EDWIN ELIOTT WILLOUGHBY

FOLGER SHAKESPEARE  
LIBRARY



## REVIEWS

*Bookmen's Holiday: Notes and Studies Written and Gathered in Tribute to Harry Miller Lydenberg.* Edited by DEOCH FULTON. New York: New York Public Library, 1943. Pp. xiii+573. \$5.00.

From Franklin F. Hopper's Introduction to John Archer's note on the last page, this collection of essays bears testimony throughout to the esteem in which Dr. Lydenberg is held by his friends, to the variety of interests which he has cultivated and encouraged, and to the remarkable achievement for which he is responsible. Much of the book, accordingly, is about Dr. Lydenberg himself. It begins with an impressive bibliography of his published writings, and each of its eight sections concludes with a tribute by one who has known him well. The recognition given to his admirable personal qualities in these pieces is spontaneous and heartfelt. The object of this praise must find a special satisfaction, however, in the emphasis which is everywhere put upon his work, upon the skill and wisdom which enabled him to accomplish his purposes during the many years he served the great institution of which he became the director in 1935.

Naturally enough, then, the New York Public Library also figures prominently in the book, sometimes directly, as in Wyllis E. Wright's explanation of "Subject Headings in the Reference Department," and in John Mulholland's account of the gathering of one of its collections. Avraham Yarmolinsky's learned study of "A Seventeenth-Century Russian Manuscript in the New York Public Library," Victor Hugo Paltsits' "Herman Melville's Background and New Light on the Publication of *Typee*," and Charles Flowers McCombs' "Imprisonment of Madame de Lafayette during the Terror" give evidence of the scope and richness of the Library's resources and illustrate the opportunities for scholarly work which it affords. In a half-dozen other essays, too, the contributors have used material from the collections of the New York Public and handsomely acknowledge their debt.

Of particular value to librarians is William Warner Bishop's "One Problem for 1950—Woodpulp Paper in Books," in which the

difficulty of preserving much of the printed matter which has been gathered during the last century is made disturbingly clear and the imperfections of all present plans for reproducing the books now disintegrating on our shelves are pointed out. Alexander J. Wall's remarks on "Ephemeral Library Material: Its Preservation, Care, and Value" are likewise of practical importance and lose nothing in emphasis by being placed so near to Dr. Bishop's article. Bibliographers will welcome gratefully Charles Eberstadt's essay "On Colorado Guidebooks of '59," Alice H. Lerch's identification of the printer of Jefferson's *Notes*, Willard O. Waters' "Franciscan Missions of Upper California," and Lawrence C. Wroth's careful account of the Cambridge Press. Meta Harrsen's "Figural Grisaille Ornament on a Historiated Initial of about 1400" and the papers collected in the sections on "The Graphic Arts" and "Printers, Printing, and Binding" command respect for the specialized scholarship which they display; and, indeed, it may be said that no miscellany which this generation has produced exhibits a higher level of erudition.

There is, indeed, a God's plenty for all tastes. The enthusiast who likes out-of-the-way figures will take delight in Charles E. Goodspeed's "Richard Franck," Ruth Granniss' "Thomas Britton," and Robert W. Henderson's "John Solomon Rarey." William E. Lingelbach draws deserved attention to Pierre Eugène du Simitière, an early advocate of proper war documentation; and Margaret B. Stillwell makes accessible the story of Colonel Hawkins, one of the severest and most pertinacious critics of General McClellan. Other studies, too, will attract the student of American history, for instance, Robert W. G. Vail's "A Western New York Land Prospectus," which discusses at length a notable example of promotion literature. Gerald D. McDonald, in "New Year's Addresses of American Newsboys," recalls a pleasant custom not yet quite forgotten, but needing its historian; and Henry L. Mencken provides lively "Notes on American Given Names." Finally, to end (though not to complete) this list of notices, Joshua Bloch, writing on "The People and the Book," makes manifest



the strength and tenacity of the Hebrew veneration and love of books which is expressed in the words of Moses ben Jacob Ibn Ezra:

A book is the most delightful companion. If you crave entertainment, its witty sayings will amuse you; if you wish for counsel, its prudent words will gladden you. Within its covers it holds everything: what is first and what is last, what is gone and what still is. A dead thing, yet it talks, discoursing on things both dead and living.

These lines might stand as the epigraph to *Bookmen's Holiday*. The title of the volume has a double significance. Bookmen made it, happy in their work; and all true bookmen will read it with pleasure.

WARNER G. RICE

University of Michigan

*John Cotton Dana: A Sketch.* By CHALMERS HADLEY. ("American Library Pioneers," No. 5, ed. EMILY MILLER DANTON.) Chicago: American Library Association, 1943. Pp. 105. \$2.75.

Mr. Hadley has done an exceedingly good piece of work. In these pages John Cotton Dana lives. The biography is a true, vivid, breathing likeness of the man. Dana's personality was complex—most complex. In the early part of the book Mr. Hadley says: "Dana was pungent, provocative, mischievous, mordant, kind, critical, radical, intense, versatile, stimulative, deeply sympathetic and pronouncedly creative." To interpret this personality was the difficult task Mr. Hadley had to perform.

The book plainly indicates that Mr. Hadley made a thorough study of all the sources in preparation for writing this biography of a hundred pages. Dana's voluminous writings, his immense correspondence, and the personal knowledge of Dana's associates were all used. Mr. Hadley's own personal acquaintance with Dana and the fact that he was a later librarian of the Denver Public Library gave him a background for Dana's early life in Denver before and after he became librarian of the first Denver Public Library.

In no respect does this book distinguish itself more than in the choice of quotations from Mr. Dana's writings, sayings, and letters. To a marked extent Mr. Dana has written his own biography. There is a literary quality to this

book that is delightful. This is especially true in the first chapter, entitled "Glimpses." The first two paragraphs illustrate this:

An air of expectancy pervaded room 71 in the Capitol building in Albany where the library school students had assembled. The room was attractive with fluted white columns flanking a recessed window. The semester was in that somewhat arid period of decimal points and centimeters and any change was welcome as was the announced lecture by John Cotton Dana.

He was only a name—one in the list of former A.L.A. presidents—but at a glance he became more. Instantly, there came to mind Sargent's portrait of Robert Louis Stevenson. Stevenson's airy grace and drooping mustache were lacking in Dana but under his own closely cropped one was the same sensitive mouth. There, too, were the slightly stooped figure and the dark luminous eyes. Years later friends remarked on Dana's facial resemblance to Nathaniel Hawthorne.

Mr. Hadley and the reviewer were present at the time.

Mr. Hadley covers succinctly Dana's early life and his librarianship in Denver, Springfield, and Newark. The chapter on Dana and the American Library Association is of special interest to this reviewer. My only personal association with Dana was during the ill-fated "Enlarged Program" in which for a year I was actively engaged in New York and Chicago. At this time—one of the few times when Dana assumed the role of leader rather than the role of critic—the Association failed to follow him. Upon his resignation from the Enlarged Program Committee Dana again assumed the role of gadfly of the Association which he continued for the rest of his days. The American Library Association owes much to Dana's criticism—which, as Mr. Hadley suggests, might not always have been entirely fair. What criticism ever is?

Not long before his death he wrote to Matthew S. Dudgeon of the Milwaukee Public Library: "I have been for years, now and then, the downright critic of the A.L.A. During these same years I hope I have been of assistance to the A.L.A. in all its good work. My criticism is what I am remembered for, I assume, and I cannot help feeling that I have been, not infrequently, unfairly judged concerning it."

This is a book that will delight all librarians who knew John Cotton Dana. To other librarians the book will bring an intimate knowledge of Dana.

This is Mr. Hadley's concluding paragraph:

He was so abundantly endowed that, wherever he served, life was enriched and progress made in the furtherance of those things which tend to make the world a better, a more beautiful and a more pleasant place in which to live. It was toward this goal that John Cotton Dana devoted his talents, his zeal and his life.

CHARLES H. COMPTON

St. Louis Public Library

*Papermaking: The History and Technique of an Ancient Craft.* By DARD HUNTER. New York: Alfred A. Knopf, 1943. Pp. xv+398 +xiii. \$4.50.

A history which a craftsman writes of his craft is likely to have both great merits and great weaknesses. No past tricks or details of technical construction will escape his attention, for he will have experimented himself to achieve an identical result. His appreciation of a job deftly done makes him sympathetic with every worker in the past to whom he can assign credit. With other matters which enter into the history of an industry he is likely to have proportionately less or even nothing to say, for they simply do not interest him.

*Papermaking* is this sort of book. Many of Dard Hunter's earlier books were printed on paper made in his mill from type designed and cut by him. This one, for commercial reasons, is a commercial job. But though the author barely tolerates modern machine-made paper, though use of it in this book is a bitter compromise with principle, his love for the art on which he has spent a lifetime is apparent on nearly every page. He has dipped molds into the primitive vats of Indian and Chinese papermakers; he has felt the joy of experimenting with watermarks as their inventors did; he can follow the argument between "laid" and "wove" paper with keen appreciation of the merits of both. His book makes a reader feel glad that Hunter exists—that William Morris, with Morris' same naïve delight in handmade things, is come alive again.

As a history the book has serious shortcomings. Much of it is a paraphrase or a copy of portions of his earlier books, one of them at least, *Old Papermaking*, written twenty years ago. No historian worth his salt would ever re-copy bits out of a book written when his knowledge was less. Whoever traces carefully a two-thousand-year-old industry like this one is al-

most bound to ask himself a few nontechnical questions about it. He might be curious, for instance, to see under what forms of social or business organization paper is made. This book has nothing on papermakers' guilds in the medieval world. It has nothing to show a connection between changing forms of industrial organization in the seventeenth and eighteenth centuries and the paper business. Watermarks interest the author by reason of their variety and ingenuity. He touches, but makes no effort to solve, the vexed question of why they were devised. He deals to only a slight extent with the refinements which over a long period of time usually make their way into even a hand industry. This "history" is mostly a descriptive catalog of papermaking methods at various times, with a preliminary chapter on writing materials other than paper and with two final sorrowful chapters on Nicholas-Louis Robert and his papermaking machine. Read it and like it, as this reviewer did, as a straightforward, accurate, and interesting manual of an ancient and little-known craft; read it and like it as the partial autobiography of a modern Thoreau; but don't read it—though it is the only book on the subject—as rounded and satisfying history.

STANLEY PARGELLIS

The Newberry Library  
Chicago

*Books Abroad: An International Literary Quarterly.* Norman: University of Oklahoma Press. \$2.00 per year; \$0.50 per copy.

Let it be said at once that *Books Abroad* should prove very useful to every librarian. It includes not only interesting and authoritative articles on foreign books and authors but also surveys of the literature of particular fields—a reading list of Latin-American drama, for example. For good measure, scattered throughout are literary anecdotes in the lighter vein—brief paragraphs somewhat on the order of "Quotable Quotes" in the *Reader's Digest*. These are interesting and amusing in themselves and provide a pleasant interlude between the serious portions of the review. (A good example: At the end of an article on "Criteriology and Literature," Jean Mahan, writing in *La France libre*, is quoted as saying: "Je ne veux aimer que mon prochain; l'Allemand est mon lointain.")

The first part of *Books Abroad* is devoted to

brief critical appraisals of the life and works of various foreign authors, of literary trends abroad, or of other matters of importance in the world of books. These are signed articles by persons of recognized competence and, within the limits imposed by brevity, carry considerable weight. In the number of *Books Abroad* which we have on hand, these articles include a summary of the war activities of the American Library Association, by Lucy Fay; notes on contemporary Soviet writers, by Leonid Znakomy and Dan Levin; and comment on the work of the Ecuadorian poet Jorge Carrera Andrade, by H. R. Hays, whose anthology, *Twelve Spanish American Poets*, has just been issued by the Yale University Press.

The reading lists seem inclusive and well selected, the one on Latin-American drama being particularly well done. However, the decision of the editors to publish these in several instalments seems unfortunate, as any reading list would in most cases be of more value if one could receive it all of a piece instead of being compelled to wait three or six months for the entire list.

The bulk of *Books Abroad* is devoted to brief reviews of new foreign books. These are conveniently classified under several headings—"Books in French," "Books in German," and so on, with various subheadings such as "Public Questions," "History," and others. A special section called "Headliners" singles out a few outstanding works for somewhat more extensive treatment. A final section—"The Once Over"—is a listing of recent foreign books by author and publisher only, without critical comment.

One other section of *Books Abroad* deserves mention. Under the heading "Not in the Reviews" are included brief extracts from current articles in foreign magazines and notes on books and authors from various contributors—not book reviews, but brief, amiable little essays on almost every imaginable subject. The following, an extract from an article in *Revista de las Indias* by Gabriel Trillas, is typical:

The plays of Echegaray drove Valle mad. . . . As is well-known, Echegaray received the Nobel Prize, and a number of younger writers headed by Azorin protested publicly. Don Ramon went even further. He had a Catalan friend who lived in a street which had been baptized with the name of Echegaray, and every time Don Ramon wrote a letter to this friend, he put on the envelope: "Street of the Old Idiot, Number 16." The most extraordinary feature of the case is that the letters always reached their destination. . . .

*Books Abroad* is, on the whole, all it attempts to be—a comprehensive and authoritative survey of foreign books—and every librarian will find it useful.

JOSEPH H. SPEAR

*Pan American Council of Chicago*

*Favorite American Plays of the Nineteenth Century.* Edited by BARRETT H. CLARK. Princeton: Princeton University Press, 1943. Pp. xxvii+553. \$3.75.

This volume marks the successful completion of a project of first-rate importance in the historical record of the American theater, the publication of "America's Lost Plays." Barrett Clark was also the general editor of this series of twenty volumes, aided by an editorial board of scholars in the field, and the venture was made possible by a subsidy from the Rockefeller Foundation. A check list of the "Lost Plays" series is appended to the plays here republished.

Republication of selected plays in a single volume for wider circulation adds greatly to the usefulness of the whole project and furnishes a valuable supplement to anthologies published before these plays were available. Whereas the "Lost Plays" series included not only popular plays unpublished and often long lost but also unpublished plays of important playwrights regardless of popularity, the plays here collected have been chosen, as the title indicates, on the basis of popularity. The nine plays from the series and the tenth, here published for the first time, were long and widely played, often in varied forms, as adapted by different managers and stars. Though their literary values are on the whole meager, they have real significance as evidence of American theatrical taste in the nineteenth century.

Melodrama, sentiment, and farce are blended in most of the plays, with melodrama naturally the predominating type. J. A. Stone's early romantic Indian drama, *Melamora*, written for Edwin Forrest and a standard item in his repertoire and recently rediscovered through patient research, is one of the most curious and interesting of the plays. The frontier drama is represented in the more homely *Davy Crockett* also, and in Bartley Campbell's exciting California mining story of murder, betrayal, and loyalty, *My Partner*. James O'Neill's version of *Monte Cristo* is an excellent example of an

adaptation of romantic melodrama with foreign setting. To the Irish dramas of the popular playwright and actor, Dion Boucicault, published in earlier collections, is added *Flying Scud*, a play with English racing background which reveals Boucicault's usual ability in the handling of sensational material and varied character types. There are two melodramas from the 1890's: *The Great Diamond Robbery*, with its mingling of American and European types of villainy and heroism; and *The Heart of Maryland*, a welcome example of David Belasco's methods in its exploitation of the familiar appeals of conflicting Civil War loyalties and its sensational bell-ringing episode. Bronson Howard, another prominent American dramatist, who was admired as literary, is represented in a domestic melodrama, *The Banker's Daughter*, which adapted ingeniously enough the old themes of the father on the brink of ruin, the sacrificed daughter, and "a little child shall reconcile them." *The Mighty Dollar*, by Benjamin E. Woolf—a satirical farce of American social pretensions, concocted for the W. J. Florences in the 1870's—is the play here first published. More lively entertainment was the favorite Hoyt comedy, *A Trip to Chinatown*, which introduced songs still popular. It is evident that dramatic types, materials, and playwrights of the nineteenth century are well represented, though the inclusion of plays by James Herne and Augustin Daly, to whom separate volumes of the "Lost Plays" were devoted, seems desirable.

That the editors of the "Lost Plays" series surmounted many difficulties in securing manuscripts and establishing relatively authentic texts and facts of theatrical history Mr. Clark makes clear in his brief Introduction and in his summaries of their findings regarding the individual plays. These introductory notes are factual rather than interpretative, and the task of establishing the relations of the plays to trends in theatrical taste is left to the individual reader and student. With the increasing interest in the study of the American drama and theater and the new material in the field which, as Mr. Clark points out, scholars are constantly making available, it should soon be possible to establish and evaluate such trends more significantly than has heretofore been done.

HENRIETTE C. K. NAESETH

Augustana College  
Rock Island, Illinois

*Pennsylvania German Literature: Changing Trends from 1683 to 1942.* By EARL F. ROBACKER. Philadelphia: University of Pennsylvania Press, 1943. Pp. ix+217. \$2.50.

Religious persecution and the economic depression which followed in the wake of the great wars of the seventeenth century drove many Europeans overseas. The bulk of the immigrants from the German-speaking part of Europe selected for their new home Pennsylvania, where William Penn's "Holy Experiment" promised complete religious freedom. A small group under Pastorius were the fore-runners in 1683; a real avalanche followed in the next decades. German Anabaptists—peasants from Switzerland and the Palatinate—dominated in the first years but were soon outnumbered by "church people" (Lutheran and German Reformed), who came from every corner of the Holy Roman Empire. The English officials did not discriminate between the different German principalities, calling all immigrants Palatines or Dutchmen (they came mostly from Dutch ports). At the time of the Revolutionary War about one-third of the population of Pennsylvania was of German descent. The German immigration into Pennsylvania continued throughout the nineteenth century, although to a much smaller extent because the majority of the later immigrants settled in the West.

The various groups of Pennsylvania Germans have no homogeneity aside from the fact that their mother-tongue was German. The mores of their homelands differed basically from one another, and so did their cultural and religious backgrounds. Therefore, their acculturation has differed. Groups like the Amish have remained as they were two hundred years ago, whereas most of the townspeople are completely Americanized, even the dialect being spoken only by a minority. When outsiders use the term "Pennsylvania Dutch" they generally have in mind rural communities made up of Amish or Dunkards. But these are by no means representative of the Pennsylvania Germans; they are only more conspicuous because they differ from the American surroundings.

Many educated Pennsylvania Germans resent the term "Pennsylvania Dutch" because they believe it has uncomplimentary connotations. The trend is especially manifest in scholarly publications. The title of Dr. Robacker's publication is a case in point. His New

York  
titled  
Liter  
Dute

D  
going  
of th  
of y  
doub  
to th  
justi  
elem  
prefe  
scrip  
indiv

Th  
(1) r  
religi  
High  
tion—  
time—  
timid  
dialec  
ment  
scant  
(post  
vehic  
age o  
perio  
rank  
litera  
stick  
still  
sylvan  
color  
conso  
some  
baugh  
Engli  
acter  
strosi  
also v  
novel  
has in

In  
error  
1732  
Ephr  
Chris  
nac b  
parag  
confu  
but u  
unde  
1758

York University doctoral thesis (1941) was entitled "Changing Trends in the Nature of Literary Works by and about the Pennsylvania Dutch."

Dr. Robacker's book is the first thoroughgoing attempt to describe the literary activities of the Pennsylvania Germans. It is the result of years of painstaking research and undoubtedly represents an important contribution to the literature of the field. The author felt justified in largely disregarding the different elements among the Pennsylvania Germans, preferring a straightforward chronological description to a sociological interpretation of the individual groups.

The material is grouped into five periods: (1) During the Colonial period with strong religious significance the literature is mostly High German. (2) During the period of transition—the Pennsylvania German "ante bellum" time—High German disappears and there are timid attempts at introducing paragraphs in dialect, mostly in newspapers. Literary monuments in the first two periods are rather scanty. (3) In the language-conscious period (post-Civil War) the dialect emerges as a vehicle of literary expression. It is the golden age of Pennsylvania German literature. To this period belong poets like Henry Harbaugh, who ranks with the best dialect poets of world literature, and scholars like Oswald Seidensticker, whose books, written in German, are still indispensable for every student of Pennsylvania German culture. (4) During the local-color period (1900–1928) and (5) the folk-conscious period, a number of dialect writers, some of them very gifted, continue the Harbaugh tradition, and many works of fiction in English describe Pennsylvania German characters. This latter group contains literary monstrosities like the books of Helen Martin, but also very fine specimens like Elsie Singmaster's novels. The amount of scholarly investigation has increased rapidly during the last two decades.

In describing such a vast amount of material, errors are inevitable. Ephrata was founded in 1732 and not in 1719; the first book of the Ephrata press appeared in 1745 and not in 1747. Christopher Sower's first book is not the *Almanac* but *Eine ernstliche Ermahnung*. The whole paragraph about Sower (pp. 31–32) is rather confusing. The Sower press existed until 1797—but under three generations of Sowers and not under one. Christopher Sower, Senior, died in 1758. His "personal contributions to literature"

were not the *Geistliches Magazin*, which was edited by the younger Sower several years after his father's death, but the *Hochdeutsche pennsylvanische Geschichtsschreiber* and various pamphlets, like *Verschiedene Christliche Wahrheiten*—a reply to Benjamin Franklin.

It is a moot question whether description by non-Pennsylvania German travelers should have been treated so broadly. Dr. Robacker quotes three travelers—Mittelberger, Kalm, and Cazenove. This sample out of about a score of important traveler-books is not reliable, especially because Kalm and Cazenove were not even German. On the other hand, the two most important literary documents of colonial Pennsylvania are overlooked. The *Chronicon Ephrataense* is mentioned in a footnote without any comment, and the *Diary of Henry Muhlenberg*, the Lutheran patriarch (recently translated by Tappert [Philadelphia, 1942]), is not quoted at all.

Errors in the history after 1800 are insignificant. The author knows his material well and presents it aptly. The reviewer, however, disagrees with Robacker's definition of Hohman's *Long Lost Friend* as "a book of practical witchcraft." Pennsylvania German folklore contains nothing which can be termed witchcraft. Popular writers like Helen Martin have wrongly overemphasized the importance of superstitious beliefs among the Pennsylvania Germans. The few superstitions which exist are all defensive, whereas witchcraft is offensive in character. And Hohman's book is only an example of popular medicine based on the knowledge of the healing force of herbs and on the belief of healing through prayers. That some of the remedies suggested are outright nonsense lies in the character of that kind of literature.

I also disagree with Robacker's conclusion that "the Pennsylvania Germans always have been, as they are now, a misunderstood people." They are not misunderstood more than any other group.

However, none of these errors are basic from the point of view of literary history. Dr. Robacker's book is a valuable contribution to the field of Americana Germanica; the clearness of his language and the conciseness and correctness of his literary judgments are a model for similar investigations.

FELIX REICHMANN

Carl Schurz Memorial Foundation  
Philadelphia, Pennsylvania



*Force and Freedom: Reflections on History.* By JACOB BURCKHARDT, edited by JAMES HASTINGS NICHOLS. New York: Pantheon Books, Inc., 1943. Pp. 382. \$3.50.

All librarians know of Burckhardt's *Civilization of the Renaissance*, and many have read it, but very few of them seem to know much about its author. He was the Swiss Henry Adams, was born at Basel in 1818, studied in various German universities, and participated actively in the radical youth movements of the forties. Disillusioned by the catastrophe of 1848, instead of emigrating like Carl Schurz or committing suicide like Ackermann, he found escape in a study of the art treasures of Italy, produced two books (*Cicerone* and *Renaissance*), and settled down as teacher in the diminutive university of his native city. From this watchtower of civilization—in Europe, yet apart from it—he observed the course of contemporary events in a morbid spirit of pessimism, individualism, and localism. He regarded Western civilization as hopelessly decadent and foretold with astonishing accuracy most of its later disasters. He was convinced that the only possibility of a good life left open to modern man is an aesthetic personal culture. And he was so loyal to his own university that he rejected sternly all flattering invitations from other institutions. For upward of forty years he not only taught his regular classes but lectured so assiduously to local general audiences that he had neither the desire nor the leisure to publish much of anything. Only after his death in 1897 were his manuscripts edited and printed. Of these works his *Reflections on History* is undoubtedly the most revealing of Burckhardt's philosophy and influence. This appears for the first time in English in the present volume. It includes his discussions of the nature of civilization, the interrelationships of the state, education, religion, and art, the significance of great men, and the great crises and catastrophes of history.

The book is of great interest to American librarians for three distinct reasons.

1. It is a translation of material constantly referred to in many English books but hitherto available only to persons who read German. This is a typical situation in American scholarship which librarians must constantly face, so it represents a matter which deserves more professional attention than it has hitherto received.

2. Burckhardt conceived the mission of a scholar to be cultural service to a local com-

munity rather than to the erudite world or even to his nation. That he was a teacher and not a librarian seems merely to accent the significance of both his wisdom and his folly in the eyes of a librarian, who, even more often than the teacher, must make a practical decision in this matter.

3. Burckhardt was active in "adult education" long before that term had been invented, and he worked among the commercial and professional classes—a level that nowadays is too often ignored by specialists in the field. In this he was so successful that, as Nietzsche put it, his influence could be clearly discerned in every educated citizen of Basel in that period.

Any librarian who will read thoughtfully Mr. Nichols' introductory essay to this volume and at least some random samples of Burckhardt's own text will find many new ideas and new insights relevant to his own professional problems.

PIERCE BUTLER

Graduate Library School  
University of Chicago

*The United States Government as Publisher.* By LEROY CHARLES MERRITT. ("University of Chicago Studies in Library Science.") Chicago: University of Chicago Press, 1943. Pp. xv+179. \$2.00.

Mr. Merritt's *The United States Government as Publisher* attempts to analyze the publications of the federal government by department, by function, and by broad subject. The functional analysis comprises the legislative, administrative, reportorial, service, research, and informational functions. The broad subject analysis resolves itself into thirty-two subjects. The analysis is largely statistical, and it is obvious that much time and effort have been spent in working out the detailed tables and graphs found throughout this study. The objective has been "to discover the scope of the subject content of the present output of the publishing offices of the United States government and to trace the trend of subject emphasis in government publication since the turn of the century."

The author's choice of the *Monthly Catalog* for October as a means of sampling the forty-year period covered, 1900-1940, is questionable. During October few publications of the legislative branch are listed, since the legislative branch is seldom in session that month. Therefore, a somewhat false picture is presented of



one of the largest of the publishing agencies of the federal government. It cannot be denied that to have completely analyzed the contents of the *Monthly Catalog* year by year would have been impracticable. However, a more typical sampling might have been effected if six months or an entire year of the *Monthly Catalog* had been analyzed for each five-year period between 1900 and 1940.

Another difficulty in using the *Monthly Catalog* alone has been due to the fact that the author has assumed, as stated on pages 108-9, that the *Monthly Catalog* "may be accepted as complete, except that it does not include congressional bills or the confidential publications of Congress and the departments." The *Monthly Catalog* includes practically no field agencies' publications and not all the printed publications actually produced in Washington. Although since January, 1936, it has attempted to include the processed documents, this coverage so far could hardly be called comprehensive. Systematic listings are not made of the various forms which have gained considerable prominence in the New Deal administration and later in the war agencies themselves. About the only samples we find of the form series are those which are of the instructional or handbook variety—a very small percentage of the whole. Furthermore, press release series, which are usually processed, are infrequently listed. The value of the general treatment of processed publications would have been enhanced had the author made use of the existing lists of processed publications issued by many of the federal agencies, particularly those of the Departments of Agriculture and Commerce.

With the closer analysis of publications for 1939, found in chapter vi, a four months' sampling has been made instead of one month's. In this chapter the author also attempts to separate periodicals and reprints from separately issued documents. It seems, however, that with reprints he has included the large group of preprints of series of decisions and cases, which are not reprints in the strict sense. This separation of periodicals and reprints from separately issued documents, if carried out for all years of the study, would have given a much clearer picture of publishing activities.

The author might also have taken cognizance of the total number of issuing agencies by departments and independent establishments. In the early period of the study—1900—very few of the departments had the total number of

agencies or division of agencies that they had in 1939-40. Furthermore, there has been a shuffling of agencies within departments during this period. For example, while the Bureau of Mines was part of the Department of the Interior, the publications of that department were substantially increased; and when it was removed to the Department of Commerce, the Department of Commerce output was increased and that of the Department of the Interior decreased. The number of issuing agencies very definitely affects the total output of the departments.

The division of the subject analysis into thirty-two broad subjects has caused some inconsistencies which might have been avoided by a more detailed division. For example, "Vocational Education," concerning which the government has issued a myriad of publications, is included under "Education," while the subject "Libraries," a small one as far as government publications are concerned, is separately treated. Agriculture is represented by three headings, but labor is included only under "Employment Conditions."

These comments, however, only demonstrate the Herculean task Mr. Merritt has attempted in analyzing the output of publications of the federal government.

The summarizations in chapters ii, vii, and viii are interestingly done and readable. Chapters iii-vi, inclusive, are largely statistical summarizations, tables, and graphs.

As a whole, Mr. Merritt's study adds emphasis to many facts concerning United States government publications. Probably the most important of these is that funds for printing have not been increased in proportion to funds for other purposes in government departments and independent establishments. This has forced a large amount of publishing into processed form or has caused products of government research to be published in nonofficial sources. Of all appropriations for printing, the least are provided for the products of research. Consequently, although vast sums of money are being spent by various agencies for research, the findings cannot be published because of lack of funds.

Mr. Merritt also emphasizes the need of proper and prompt indexing and the desirability of a comprehensive distribution plan.

Mr. Merritt's objective, as stated in the first paragraph of this review, has probably been attained, but within too narrow confines.

This reviewer, however, would like to see the statistical method worked out by Mr. Merritt expanded to cover the comments made in this review, for at least one complete year in every five-year period from 1900 to 1940. Such expansion would probably have interesting results, especially with respect to processed documents and publishing by departments.

JEROME K. WILCOX

University of California

*Bibliografia brasileira, 1938-39.* Rio de Janeiro: Ministério da Educação e Saúde, Instituto Nacional do Livro, 1941. Pp. viii+313+vihi.

This is a list, compiled by Augusto Meyer, of the books and pamphlets published in Brazil during 1938-39. Authors and subjects are thrown together in a single alphabetical arrangement. The works are listed without comment.

The first impression of the reader is one of astonishment at the intellectual activity of the country. A nation of some forty-five million inhabitants, more than half of them illiterate and poor, produces thousands of books, monographs, and pamphlets in two years. The élite and the presses are busy in spite of the fact that the market must be quite restricted. Government publications and government subsidies appear to be the explanation.

The writers, and presumably also the readers, of Brazil are interested in many subjects. Most of all, they seem to be interested in the following: the *Estado novo*, Getulio Vargas, and the great men of the past; popular education, as demonstrated by several works on the subject and numerous books for children; sanitation, medicine, and public health; law, legal procedure, and public administration; religion, philosophy, and literature; history and geography, including economic history and economic geography, with stress on coffee, minerals, cotton, and sugar, but with comparatively little attention to ownership of material resources and public services; and the "evil" and "threat" of communism.

Since the compiler gives no analysis or criticism of the works included, the reviewer cannot undertake to pass judgment on this mass of publications. New editions of several

valuable earlier works both of foreigners and of Brazilians were issued during this two-year period. It is unlikely that the thought currents of the new régime have altered the quality of these, although the régime's influence may be observed in the selection of such works as Carlyle's *Heroes and Hero-Worship* and Emerson's *Supermen*. There is little doubt, however, that the authoritarian state has impressed its image of optimism, patriotism, and political partiality on the original works published during the years 1938-39. Much of this material will therefore need to be read with caution. Among historical publications of the period, those of Pedro Calmon, E. A. de Taunay, J. P. Calógares, and Roberto Simonson are important; and, in general, one may conclude that this bibliography, despite its limitations and regardless of the bias which characterizes the works issued by the Vargas-controlled press, will be welcomed by students of Brazilian civilization. According to the plans of the compiler, it will be continued.

J. FRED RIPPY

University of Chicago

*Anuario bibliográfico mexicano de 1940, catálogo de catálogos, e índice de periódicos de 1941-42.* Compiled by JULIÁN AMO. Mexico, D.F.: Secretaría de Relaciones Exteriores, Departamento de Información para el Extranjero, 1942. Pp. 320.

The national bibliographies in Latin America are constantly improving and indicate clearly the tremendous increase in the production of books that has occurred there during the last ten years. Thus, we have seen the comparatively recent development of the *Bibliografia brasileira* and the *Boletín bibliográfico argentino*, which reflect the growing power of the two most populous states in South America, and now the *Anuario bibliográfico mexicano* is another proof of the cultural importance of Mexico, which has long produced outstanding bibliographical work.

Wherever there is a bibliography, behind it stands a man, and the *Anuario* is no exception. Señor Julián Amo, a gift of Spain to the New World, is the dynamo in this case. He has conquered many obstacles to achieve a volume of great merit and usefulness to all concerned with American bibliography. This compendium includes a copy of the new 1939 Mexican copy-

right law, a carefully organized list of 831 Mexican books printed in 1940, a "catalog of the catalogs of Mexican booksellers," which is in itself a large bibliography of works in print and available for purchase, and a list of 1,297 reviews and periodicals that appeared in Mexico in 1941 and 1942. The various specialized indexes prepared by Sr. Amo to make it easy to manipulate the mass of information are a particular joy. There is not only an index of authors and names cited but also an index to books on Mexico or by Mexican authors printed abroad, an index of translations, and an index showing the special interests of each bookseller and publisher.

The editor's definition of what constitutes a Mexican book is broad indeed, for he includes books printed in Mexico, books by Mexicans or about Mexico printed abroad, and even such an item as a publication by the Chilean poet, Pablo Neruda, issued in Buenos Aires, because Neruda now lives in Mexico. There are few descriptive or evaluative notes, but one does not expect these in a national bibliography.

The precision and completeness of the notes on individual items are also to be remarked upon, as are the gracious, appropriate typography and format designed by Sr. Agustín Velásquez Chávez. As if to prove that the editor was never for a moment idle in the vineyard, there is presented as a final fillip a list of his book reviews published during the year, which require over twelve pages of fine print. All in all, this volume is an impressive monument to the intelligence of Mexico's Foreign Office, which sponsors the work, and to the industry and competence of Sr. Amo.

LEWIS HANKE

*Hispanic Foundation  
Library of Congress*

*Who's Who in Library Service.* Edited by C. C. WILLIAMSON and ALICE L. JEWETT. 2d ed. New York: H. W. Wilson Co., 1943. Pp. lxiv+612. On the service basis (minimum, \$4.00).

Ten years after the publication of *Who's Who in Library Service* the second edition makes its welcome appearance. As in the first edition, "the aim has been to include all library workers in the United States holding full-time positions of a professional character." That some of the

information is already obsolete is inevitable; that some librarians are excluded is not surprising. The wonder is that in the face of the many difficulties confronting the compilers they were able to produce this volume at all and to include so much.

As in the first edition, the volume is based largely on graduates of accredited library schools, but it is by no means limited to such formally trained personnel. Advisers were asked to suggest names of persons occupying positions of professional responsibility, and the co-operation of authorized persons was sought to insure as wide a representation as possible. The result is a total listing of 8,869 names, with the biographical information customarily found in publications of this nature.

One "feature" of a negative sort deserves special mention. The compilers of this *Who's Who* have decided to omit the name of anyone who refused to supply date of birth, and at least 500 names have been omitted for this reason alone. The argument of the compilers follows:

The absence of the birth dates for a comparatively small number of subjects in the first edition was seized upon by hundreds of persons as sufficient excuse for requesting that date of birth be omitted in this edition. The editors were therefore confronted with the dilemma of having either to omit some hundreds of names which should appear in the volume or to publish a biographical handbook of librarians for the use of librarians which conspicuously lacked what every librarian knows is one of the most essential features of even the briefest biography, namely, date of birth.

It is difficult to answer this argument; nevertheless, the decision is regrettable. Date of birth is frequently of no interest at all; in editorial work, for example, a record of literary production or professional achievement is likely to be far more useful, not to say revealing. However, the compilers were faced with a real problem; under the circumstances and all things considered, their solution was probably wise.

In his Preface Dr. Williamson expresses the hope that sales of the volume will be large enough to cover the cost of publication; "otherwise, it seems unlikely that there will ever be a third edition." We echo Dr. Williamson's hope. *Who's Who in Library Service* is too useful a reference book to languish for want of support.

LEON CARNOVSKY

*Graduate Library School  
University of Chicago*

*Union Catalogs in the United States.* Edited by ROBERT B. DOWNS. Chicago: American Library Association, 1942. Pp. xxii+409. \$5.00.

Society in modern times has accepted the responsibility for preserving the record of its activities and in so doing has laid the foundation for a union catalog of global coverage. In more restricted terms, when a university relieved its scholars of the necessity of gathering their own libraries, it, by implication, accepted the responsibility for the control of the books in its institutional library by means of a catalog and thus, by extension, committed the scholarly world to the development of union catalogs. This collection of studies of union catalogs, raising and clarifying the major issues and offering a wealth of factual detail to support future plans, comes at a peculiarly fortunate time. For decades the union catalog idea has been latent and has fascinated scholars and bibliographers by its spectacular possibilities for harnessing the quantities of record material increasing at a more rapid rate than library appropriations. But only in the 1930's was the idea realized to any considerable extent in the United States—although somewhat earlier the regionalization of library service in Great Britain under the National Central Library had begun to yield the materials for a British union catalog. The wealth of free labor, often of high quality, offered by the government relief agencies during the depression in the United States, the concurrent availability of appropriate photographic techniques, and declining book funds gave a tremendous impetus to the development of union catalogs and threw into high relief the many problems ranging from highest policy to the least technical difficulty. Union catalogs burgeoned because of a necessity of finding work for hordes of relief labor and because of local pride or personal ambition, as well as for reasons of use. The lack of coordination of such projects would have produced eventual chaos had not the supply of free labor come suddenly to an end when the efforts of the country were directed into military channels by the onset of the present war. Thus these studies come at the close of a period of great union catalog activity—some of it misdirected and undertaken without the opportunity for much sober thought. This book is, in a sense, a summation of a period which ends with only 15 per cent of the volumes in all libraries included in union catalogs. It draws a line under one

column of figures and strikes a balance that can be carried forward after the hiatus of war into a new ledger headed "post-war planning." What was originally planned to give direction to a stream of activity has become a point of departure for future plans.

The book is not a monograph proceeding from a single point of view but rather a collection of studies from various hands, sometimes representing conflicting ideas. LeRoy C. Merritt and John P. Stone deal with the regional union catalog: Merritt with the cost, organization, and administration of such catalogs, advancing a specific plan for their distribution and discussing the resources of American libraries in relation to them; Stone with their current and potential uses. A history of the national union catalog at the Library of Congress and an estimate of its future is supplied by George A. Schwegmann, its director. Arthur B. Berthold, associate director of the Philadelphia Union Catalog, provides a manual of union catalog administration and a directory of union catalogs in the United States classified by type and valuable in interlibrary loan work.

Two questions confront anyone interested in a regional union catalog: What will it cost? What geographical area should it cover? Merritt has undertaken to answer both of these questions with a wealth of factual detail which, though it may not answer all questions, leaves the impression that such data as are available have been thoroughly exploited. Those who now contemplate the construction of a union catalog can begin with preliminary estimates based on the experience of eleven such enterprises. This experience shows that a catalog may be compiled at a cost of not more than six cents for every title there recorded. It may be maintained at a cost of not more than four cents for every title added. The basic reproductive techniques are investigated from the cost standpoint, and a cost evaluation of the microfilm, Dexitograph, and other methods is made.

The question of geography is answered by the division of the United States into sixteen regions determined by the presence of existing union catalogs, the spheres of metropolitan influence, and the presence of L.C. depositories, whose value as a base for union catalogs is recognized. That the boundaries of these regions are somewhat artificially determined by state lines is reasonably excused by the need to rely on data already collected on a state basis. What thus becomes a necessity in developing a

theoretical plan for the whole country might be ignored in the practical planning for the catalog of a particular area. This regionalization is not advanced as a conclusive plan but as an example of a pattern that will, in the main, be realized if due account is taken by those who undertake new union catalog projects of factors important to their success. We have, then, for the first time, a considered and detailed plan projected on a national basis. As a guide to the future development of regional catalogs its value is inestimable.

Those who must decide whether or not to initiate a regional union catalog project are confronted, even before considerations of costs and area, with a fundamental question: Should local effort be directed toward a regional catalog or toward the national union catalog at Washington? The absence of a detailed consideration of the pros and cons of this question is a deficiency of the book under review, but a deficiency that can be assigned to the fact that it is a collection of studies and not a monograph. The deficiency results not from a deliberate avoidance of the issue but because it is not one of the major assignments to any of the collaborators. Nevertheless, this issue is dealt with partially by Merritt, Stone, and Berthold.

Stone's argument that a regional union catalog is cheaper and quicker to use than the national union catalog and is more convenient to the user is insufficient to support the regional idea. Cost and time-saving are relative, and the prospect of cheap and widely extended first-class air mail and air parcel post after the war is so promising as to require a suspended judgment on this part of the argument. Convenience in terms of personal visitation or local telephone calls is an attribute of local, rather than regional, use and, as such, does not appear to be a significant argument.

The three assumptions on which the general idea of regionalism is based, summarized by Merritt, make a more substantial case for regional catalogs. Such catalogs will distribute the responsibility and labor and will reduce the administrative complications of the tremendous organization required for a full-scale national catalog handling all union catalog work for the country. A regional catalog can gain local support for a local benefit. A further substantial argument is found in the regional self-sufficiency produced by the regional catalog. Merritt also observes (in commenting on the 40 per cent duplication between the Cleveland and Phila-

delphia union catalogs) that only by means of the data derived from regional union catalogs can the libraries of the area determine the extent of their duplication and plan to control it. His study of the resources of United States libraries (chap. iv) is an argument in support of the regional catalog as a means of control of duplication to permit the shifting of buying-power to the purchase of titles not present in libraries. He estimates that only 40 per cent of titles published in Europe since the invention of printing are in United States libraries.

Berthold and Stone extend this favorable argument by expanding the regional catalog to the status of bibliographical center—an agency performing additional duties beyond the mere location of titles and copies. Both point out that bibliographical centers based on regional union catalogs are essential for local library co-operation and improved service. There is reason to suppose that, if the regional catalog idea takes root, bibliographical centers will develop around them and that these centers will take over, on a much more effective and continuous basis, many of the objectives of state and regional library associations.

Actually, this is, to a large extent, an academic question, since both regional catalogs and the national union catalog exist. The national union catalog has funds for its operation and, despite the strength of the regional idea, will draw strongly from the great book concentration of the northeast quadrant. If this is true, bibliographical service to scholarship cannot do without the national union catalog because many of the books needed are found only in the area of its greatest strength. At this time 90 per cent of the titles listed in the Washington catalog are not found in the eleven regional catalogs. It is easy to see that both types of union catalog are necessary to the bibliographical economy of the country but that some regions, because of their few large general libraries, may never develop general regional union catalogs (restricting themselves to union catalogs of, perhaps, regional history) but, with the aid of improved communication and transportation, will rely on the national union catalog. If the research center of the United States moves westward with the spread of industry and the development of universities, a sound argument could be developed for the transfer of the national union catalog to, say, Chicago, as a means of greater national convenience. One cannot overlook the fact that on the basis of the present findings it



seems unlikely that the national union catalog will grow rapidly and systematically without the co-operative support of a national system of regional catalogs.

In the brief compass of a review in wartime it is inappropriate to attempt to deal with all the implications of the extremely interesting data in Merritt's chapter iv, with Stone's extended investigation of the uses of the regional union catalog (conveniently summarized in chapter xv), and with Berthold's exhaustive manual for the compilation and maintenance of a union catalog and its operation as a bibliographical center. This book, though not definitive, because of the emergent character of the instrument it investigates, is a most substantial contribution to the literature of library administration. Seldom have librarians been fortunate in having at hand such a wealth of data on a major undertaking at such an opportune time.

DONALD CONEY

University of Texas

*A.L.A. Glossary of Library Terms, with a Selection of Terms in Related Fields.* Prepared under the Direction of the Committee on Library Terminology of the American Library Association by ELIZABETH H. THOMPSON. Chicago: American Library Association, 1943. Pp. viii+159. \$3.50.

The volume under review has an interesting history. The Board of Education for Librarianship of the American Library Association conceived the need for it in 1926, and Miss Elizabeth M. Smith, a member of the board, was assigned to work on it. This she did and issued the next year in the name of the board "Standard Terminology in Education with Particular Reference to Librarianship" (mimeographed). Two years later Miss Jennie M. Flexner was appointed chairman of a committee "to carry forward Miss Smith's work"; under her auspices volunteer readers gleaned library literature for terms and definitions and harvested approximately one thousand, including those of Miss Smith.

"Problems involved in this work," theretofore unanticipated, became apparent as time progressed. Accordingly, in 1931 the Executive Board of the A.L.A. created a separate committee to study terminology and appointed Miss Susan G. Akers chairman. A call again

went out for volunteer readers; two hundred and fifty from "British Columbia to Florida" responded and "read a great many volumes during 1934-1936." In 1935 the committee made a formal report and recommended that a glossary be published and funds for its accomplishment sought. The funds were obtained two years later from the Carnegie Corporation of New York.

A full-time editor, Miss Lulu Ruth Reed, was put in charge of the work. Upon her resignation in 1939 the present editor, Miss Elizabeth H. Thompson, head of the Catalog Department of the University of North Carolina Library, assumed the position on a part-time basis.

The *A.L.A. Glossary of Library Terms* represents an extended and extensive undertaking, formidable in scope and obviously difficult in execution. In its Introduction the hope is expressed that it "will prove to be of value to librarians in their work, to library school students, and perhaps, occasionally, to others outside the library profession." It includes

technical terms used in American libraries, except those purely, or largely, of local significance; some terms not in current use but of historical interest; and selected terms in several fields more or less closely related to library work, with which librarians come in contact in connection with books and the history of books, as, archives, bibliography, printing and publishing, paper, binding, illustration and prints. A few types of material used in libraries—certain kinds of reference books, for instance—have been selected for inclusion. Foreign terms, with a few exceptions, have been omitted.

Other groups of terms omitted are "those for paper sizes, book sizes (with the exception of a few of the more commonly used terms), and names of the various styles and sizes of type." Still others omitted include printing-equipment terms and names of distinguished printers and typographers.

Cataloging terms have been extensively included, reprinted "with as little change as possible" from the preliminary American second edition of the *A.L.A. Catalog Rules*. Terms used in archival administration have been limited to a few of the most commonly used because "archivists are not fully agreed upon the meanings of these terms"; a few terms relating to maps are included, as are the "more stabilized" personnel terms, relatively few in number, used in different types of libraries. A special feature is the liberal inclusion of definitions of microphotography terms, and those relating to



book stacks used in libraries for the blind and in cataloging music also appear. Terms and definitions in the special library field are another feature, practically the entire recent *A Special Libraries Glossary*, issued by the Special Libraries Association, being included. The volume is completed by appendixes giving book and type sizes and a list of abbreviations "collected as a by-product of the work of gathering terms, and not intended to be exhaustive."

In brief, then, the *Glossary* is strongest in the fields of bibliography, cataloging, the history of books, bookmaking, microphotography, special libraries, printing, and library materials and processes—more or less in the order named.

As a convenient test for inclusion of terms which happen to fall in the field of book production, let us take the design-manufacture note at the end of the present volume. It reads as follows:

This book, designed by Harold English, is set in Linotype Textype and Linotype and Monotype Garamond, printed on Warren's No. 66 Eggshell, and bound in Interlaken Arco Cloth. Composition by M&L Typesetting and Electrotyping Company, presswork by Wisconsin Cuneo Press, binding by John F. Cuneo Company.

Examining, one by one, terms which might be considered as candidates for inclusion, we obtain the following results: "book" (included), "set" (not included), "Linotype" (no), "Textype" (type faces excluded), "Monotype" (no), "Garamond" (type faces excluded), "Eggshell" (no), "Cloth" (yes), "composition" (no), "Typesetting" (no), "Electrotyping" (yes), "presswork" and "Press" (no), "binding" (yes).

Terms included embrace the workaday and commonplace, like "book card" and "public library" and "easy book," and the highly specialized, like "diazotype film" and "subject-interest focus" and "guinea edge." Thus the aim is quite obviously wide and representative inclusion. The volume does not attempt to replace other glossaries of bibliographical terms, however, such as the well-known lists of John A. Holden (*The Bookman's Glossary*), Frank K. Walter (*Abbreviations and Technical Terms Used in Book Catalogs and in Bibliographies*), and Axel Moth (*Technical Terms Used in Bibliographies and by the Book and Printing Trades*).

On the whole, the definitions seem clear, succinct, and authoritative. Inevitably, there are a few to which exception might be taken. For example, "Acquisition department" is defined as "the administrative unit in charge of select-

ing and acquiring books," etc. The public library acquisition department frequently has little or no control over selection, and the college and university library acquisition department still less frequently. "Agent," "an individual or firm from whom books . . . are secured," is "also called Purchasing Agent." This addendum is unfortunate—he might conceivably be called "Sales Agent" but scarcely "Purchasing." "Book hunter" is defined as "a book collector, especially one who searches for old and rare publications." Query: What is a book collector? (The term is not defined in the *Glossary*.) And is a book hunter a private gentleman pursuing his pleasure, or some sort of agent who is not in business solely for his health, or both? How should the Seven Book Hunters be classified? "Reprint edition," as defined, is "a cheap edition . . . from plates used in the regular trade edition." This definition would seem to rule out such reprint series (*q.v.*) as the "Pocket Books" and the "Modern Library." "Search procedure" appears to be confined to special libraries, and "Tracing" is described only as a cataloging process. Both searching and tracing, however, are performed by many libraries other than special in verifying or running down bibliographical and trade information and in tracking down lost or misplaced books and records.

Where the *Glossary* is weakest is in the important fields of library legislation, administration, and organization; business and fiscal procedures; the library building and its equipment (book stacks largely excepted); library supplies; the book trade; and publishing. All these are represented, but only partially. This reviewer has gathered together a number of terms which he is not able to find in the present list. Some of these might be suggestive as to areas which could be amplified in future editions. Classified roughly, the terms are as follows: *Library administration, organization, and legislation*: administration, library; civil service; job analysis; library tax; library survey; line and staff organization; merit or service rating; merit system; organization chart; pension system or scheme; per capita income; position (personnel); public relations; reporting; sick leave; state (and federal) aid. *Business and fiscal*: bids, competitive; bond issue; book budget; book fund; business machine; departmental allotment; intangibles tax (for library support); inventory, continuous or running; mill tax; penal fines (for library support); plant (physi-

cal); unit costs; voucher. *Book trade and publishing*: back log (publisher's); book agent; book club; book dealer (or dealer); club combinations (periodicals); foreign agent; jobber; local agent; loss leader; movie edition; net-price system; nuisance orders; on-approval orders; prepublication price; serial rights; short discount; split list or order; trade discount; wholesaler. *Library terms*: balanced (or rounded) book collection; bibliotherapy; blacklist; Detroit charging system (not included under "Self-charging system"); expired registration; library standards; library statistics; library survey; locked case; Newbery award; order file; outside use (also inside use); processing; reader guidance; recommendation (book); reference (registration); reference question (as distinct from an advisory question); reletter; searcher; signal system; technical processes; tracing (lost books); union circulation file; vacation privilege; work schedule. *Buildings, equipment, supplies*: binder, double-stitched; card sorter; dater; delivery room (hall, lobby); embossing stamp; equipment; functional library design; Hollerith card; pasting table; perforating stamp; punched card; ramp; sewing clamp; signal clip; supplies. *Miscellaneous*: community survey; ladies' library; linotype; modern-face type (old style, included); municipal department library; readability.

Doubtless, if the present reviewer were ultimately responsible for the inclusion or noninclusion of terms he would be less philoprogenitive (bibliographically speaking). Nonetheless, he cannot repress the feeling that the *A.L.A. Glossary of Library Terms* represents a labor only well begun. The fact that it seemed not feasible to issue a preliminary edition for critical purposes is unfortunate, and, indeed, not quite fair to the editor and the editorial committee, not to mention the "two hundred and fifty librarians from British Columbia to Florida." For a work such as this, representing so great an expenditure of talent, labor, and devotion, to be embalmed for years to come in its first and only form without the opportunity of early revision is to be lamented.

The format of the volume is functional and attractive in spite of the fact that war conditions may have caused "departures from usual A.L.A. style and standards."

CECIL J. McHALE

Department of Library Science  
University of Michigan

*Co-operative Effort in Schools To Improve Reading: Proceedings of the Conference on Reading Held at the University of Chicago*, Vol. IV. Compiled and edited by WILLIAM S. GRAY. ("Supplementary Educational Monographs," No. 56.) Chicago: University of Chicago, 1942. Pp. xi+338. \$2.00.

The theme of this fourth annual reading conference emphasizes the fact that no single group of people can do all toward the effective teaching of reading. Each of the following groups has a job to perform in making reading a more useful tool for living: teachers, administrative and supervisory officers, librarians, persons in charge of visual aids, health officers, clinical staff, parents, and the community at large. Many of the papers point to the need for and the importance of vigorous co-operation on the part of all of these groups to promote maximum reading efficiency. The two specific purposes of the conference were (1) to identify major problems which should be attacked by schools to improve their reading programs and (2) to consider ways in which educators might study reading problems in order to attain through reading those broader ends for which schools exist in a democracy. Reading is defined not only in terms of the basic habits and skills involved but also as a form of experience and a mode of learning which enriches the life of the reader and promotes his development at every level from primary grades through junior college.

The volume contains forty-six papers, thirteen of which consider reading problems at the high-school and college levels, eleven at the middle-grade level, and nine at the primary-grade level. The remaining thirteen articles are not limited to one specific level but deal with reading problems of a general nature. The bulk of the papers consider the pedagogical aspects of reading (i.e., techniques in teaching reading, appraisal and evaluation of reading programs, selection of reading materials, nature and variety of reading materials, units of instruction involving the use of reading materials, etc.). These papers are concerned chiefly with methods of implementing what is known about the teaching of reading in an effort to achieve improvement as speedily as possible.

One paper is devoted to some philosophical and aesthetic aspects of reading: "The Broader Ends To Be Attained through Reading: In High Schools and Junior Colleges," by Paul B. Diederich. Some psychological aspects of read-

ing are considered by Stephen M. Corey in his "Basic Principles of Learning Underlying the Effective Use of Reading Materials." Robert M. Hutchins' paper, "Literacy Is Not Enough, or the Autobiography of an Uneducated Man," is concerned with the "great books" and their effects on those who read them. This latter paper might be considered a contribution to the sociological aspects of reading. In these days when propaganda is all about us and other mediums of communication (i.e., radio, moving pictures, lectures, conversation, etc.) are so potent in their effects upon people, it might be well for each of these conferences to devote more attention to reading as a medium of social communication.

The importance of the library in the reading program of schools is mentioned in many of the papers. One chapter is devoted to "Function of the Library in the Selection, Administration, and Use of Reading Materials," Dorothea Dawson discussing the subject for the primary and middle grades and B. Lamar Johnson for high schools and colleges.

MILDRED HAWKSWORTH LOWELL

Missoula, Montana

*Work with Children in Public Libraries.* By EFFIE L. POWER. Chicago: American Library Association, 1943. Pp. viii+195. \$3.00.

This new edition of *Library Service for Children* (1930), revised and re-written, constitutes practically a new work, as indicated by its new title and by its improved format.

The revision was based on suggestions made by librarians throughout the country and meets the most generally expressed desire for "a practical approach to problems, emphasis on the social aspects of library service to children . . . and emphasis on the growing need for geographical extension and close cooperation with all child welfare organizations." This has resulted in a complete rearrangement of the basic material of the earlier book, the omission of its three chapters on "Book Selection," and the addition of new material on public relations, work in rural areas, and publicity.

The two introductory chapters, called "Overview," give a short history of the development of library work with children in the

United States, the library philosophy which caused it to grow in the direction which it took, and the pioneers who influenced the policies still governing its aims and ideals, followed by a factual description of the organization of a children's department and its relation to other departments of the library. The few pages on "Departmental Organization," which library school students at least found confusing in the last edition, will probably be no less so in the present one. A longer and less generalized explanation here would be helpful. This, however, is one of the book's very few weaknesses.

The second section is devoted to "Book Services," including both general problems and practical information on the selection, acquisition, and circulation of children's books and on methods of individual and group reading guidance and of reference service to children and adults from the children's department.

The third division, entitled "Quarters—Public Relations," discusses the physical location and equipment of the children's room, includes new material on library work in rural districts and on co-operation with other groups working with children, and presents a completely re-written chapter on the qualifications and opportunities of the children's librarian.

In general, out-of-date material and much unimportant detail have been omitted, and discussions of new library developments and changing educational theories have been added. Space given to certain subjects such as reading clubs, dramatization, and work with adolescents has been considerably curtailed, leaving room for fresh material on such topics as self-charging systems, fines, radio, summer reading programs, and Book Week. The stress is on the responsibility of the children's department for the cultivation of democratic ideals through all its activities.

The book is more readable in style and more pleasing in appearance than the old volume. The larger type, well spaced, the omission of black-face paragraph headings, and the absence of "Questions and Projects" at the ends of the chapters make it look less like a conventional textbook. The selective bibliographies have been revised and brought up to date, and new photographs have been substituted for the old.

Indispensable to beginners and to inexperienced or untrained workers with children in libraries because of its practical information and detail, it is also invaluable as an interpre-

tation to administrators of public libraries and schools of the values of children's libraries and the extent of their potential influence. The author's enthusiasm and idealism, tempered by experience, inspire faith and confidence in her co-workers.

SIRI ANDREWS

*School of Librarianship  
University of Washington*

*Leadership at Work: 15th Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association.* Washington: Department of Supervisors and Directors of Instruction, N.E.A., 1943. Pp. vii+248. \$2.00.

This *Yearbook* represents the work not only of the chairman and the committee in charge of its preparation but of teachers, supervisors, principals, superintendents, and others. Thus, in compiling material for the *Yearbook* the chairman and the committee have practiced what the completed work preaches—that advance in educational areas emanates from the actual performers in those areas and that the sound program is that one which represents planning and action by the participants therein.

Since this *Yearbook* is the voice of a group of supervisors and directors of instruction, we examine it for implications for a supervisory program. Supervision is not its whole theme, certainly; but in a consideration of leadership at work supervision is sure to come in for attention, since it has long presumed to take the function of leadership unto itself. A definitive philosophy for this form of leadership does find expression early in the *Yearbook*, thus: ".... a growth concept of supervision .... is even more important than just getting across a particular program of action." This philosophy, applied to other kinds of leadership, is apparent throughout the *Yearbook*. Programs of work come and go. Yesterday the teacher's institute was the expression of democracy; today the workshop is in favor. Today grading is on the curve; tomorrow—will all grading be discarded? The nature of the program may change; writers represented in *Leadership at Work* believe that the basic principle of participation by those most affected will not change.

*Leadership at Work* follows the currently popular case pattern. A wealth of specific ex-

amples of participation in planning and action is given with little or no general comment. The committee on preparation of the yearbook admits a breakdown of more than one plan under consideration for a grouping of these cases. The plan finally put into execution is one which lends itself to flexibility. Some of the chapter headings are: "Developing Teacher Leaders," "How Schools Are Improved," "Harnessing Ideas as Leaders," "Necessity Develops Novel Approaches," "A State Develops Local Leadership," "Three Counties Lead Themselves."

Examples of co-operative procedure in planning and activity include curriculum-making, planning a building, budget-making, selection of teaching personnel, and inducting new teachers and pupils. Schools furnishing examples include many types—a regional high school for Negroes in Virginia, one of the participating schools in the Southern Study, and an elementary school. Michigan's state plan for curriculum development is one of the case studies; the schools of Cherokee County, Alabama, furnish another; the Webster Grove Public School system of Missouri, Mississippi State College, and the community of Macedonia, Georgia, provide others.

Harold Spears, chairman of the committee in charge of preparation of the yearbook, and five of the committee members—William M. Alexander, Ruth Cunningham, J. Paul Leonard, Rudolph D. Lindquist, and Alice Miel—serve as editors for the chapters. Authorship, the committee states, is really to be attributed to the many who furnished the case descriptions which constitute the bulk of the *Yearbook*.

To Ruth Cunningham must be attributed real authorship, however, in recognition of her "Joe Brown of Centerville," included in chapter i. The story of Joe Brown's earnest desire to wear worthily and seriously the cloak of instructional leadership which had fallen upon him and of the final resolution of his difficulties is as entertaining and compelling an account as we have come upon in many a day. Miss Cunningham's sketches for the Joe Brown tale are perfect. Some of her illustrations after Mother Goose, found elsewhere in the book, are somewhat obscure in application; some of them are up to the standard of the Joe Browns.

Though all the studies in the book serve to put "Leadership by Divine Right" in its proper place, there is no flouting of the central agency which must serve as a channel for

leadership in any program and which must give it coherence.

This *Yearbook* is an excellent piece of work, co-operatively done. We should like to nominate it for inclusion in a list of the sixty educational books for 1943—or, for that matter, for inclusion in an even more limited list.

*Note for future revision of the "Yearbook."*—There is no school in New Orleans called the Mountain Park County Day School (see p. 182). In Louisiana it would be the Parish Day School, and the employment of "Mountain Park" as a place-name in that state would be evidence of nostalgia. It is Metairie Park Country Day School.

SUE HEFLEY

*Louisiana State Department of Education*

*National Survey of the Higher Education of Negroes, Vol. II: General Studies of Colleges for Negroes.* (U.S. Office of Education, Misc. No. 6.) Washington: Government Printing Office, 1942. Pp. vii+129. \$0.30.

*National Survey of the Higher Education of Negroes, Vol. III: Intensive Study of Selected Colleges for Negroes.* By LLOYD E. BLAUCH and MARTIN D. JENKINS. (U.S. Office of Education, Misc. No. 6.) Washington: Government Printing Office, 1942. Pp. vi+125. \$0.30.

The development of institutions of higher education for Negroes has been apart from American education, though parallel with it. Beginning for the most part during the Reconstruction period, these colleges and universities have experienced a remarkable growth, aided chiefly through the efforts of church organizations, private and educational philanthropic agencies, and, more recently, through the activities of state and federal governments. In 1929 the first survey of these colleges was published by the United States Office of Education. A survey of American land-grant colleges, issued in 1930 by the Office, included a section on the 17 Negro members of that group. Still another landmark in the same year was the beginning of the rating and accreditation of the Negro institutions by the Southern Association of Colleges and Secondary Schools.

The *National Survey of the Higher Education of Negroes* is the most comprehensive study of

Negro higher education attempted since the earlier surveys mentioned above. Its purpose is stated as follows: "To assemble and interpret such social, economic, and educational data as to indicate programs of higher education needed, and to indicate the nature of the educational services now rendered to meet those needs." Three volumes constitute the study. Volume I is a background report of the socioeconomic conditions of American Negroes. This volume, not considered in this review, is in itself an excellent study of the present status of the Negro and provides a framework for the understanding of the peculiar educational problems of the group. In Volume II, entitled *General Studies of Colleges for Negroes*, there are considerations of the entire 118 institutions, the study being divided as follows: Part I, "Status and Trends"; Part II, "Student Personnel"; Part III, "Special Educational Services." An evaluative study of 25 selected institutions forms the third volume of the Survey, entitled *Intensive Study of Selected Colleges for Negroes*. "Throughout the Survey reports," states the Foreword in Volume II, "there are implications and definite suggestions of what modifications of present programs and what additional higher educational facilities are required adequately to meet the needs of this racial group."

In 1940 there were 33 publicly controlled and 52 privately controlled four-year colleges. Institutions offering less than four years of college work numbered 3 publicly controlled and 30 privately controlled colleges. All these institutions are located in the District of Columbia and the seventeen states which provide separate schools for Negroes. Forty-four thousand students were enrolled in 114 of these colleges. A steady increase in enrolments is indicated in the findings. Undergraduate enrolments in 20 public and 16 private colleges increased from 2,750 in 1910 to 21,708 in 1940. Increases in enrolments have been accompanied by a noticeable expansion of institutional incomes and facilities. The *Survey* points out that the total income of 66 private and public colleges for Negroes in 1938 was \$14,679,712. Plants and grounds in 89 of the colleges were valued at \$56,258,964, and 85 institutions valued their equipment at \$7,994,088.25. These figures are a good index to the present status of the institutions, and, when placed against figures of the earlier surveys, they reveal the great progress which has been made.

The findings given in Volume II are numerous



and ought to be given especial attention by Negro educators. It is highly questionable whether advances in educational programs have kept step with the expansion on the financial and physical sides. The *Survey* emphasizes that Negro institutions are patterned largely after white institutions and that in most states the scope of undergraduate offerings available for specialization is much narrower for Negroes than for whites. Most of the colleges are of the arts and science type, emphasizing the traditional subjects common to the curriculums of such institutions. Very little emphasis is laid on the professional and vocational fields, with the exception of teacher education, agriculture, and home economics. Much duplication of effort is noticed, and specific needs for undergraduate and graduate programs are stressed. A detailed study of background information about students is presented as essential to the building of any kind of effective program of education. Further investigations included library services, physical and health education, and adult education, in which comparisons were made with standard measures. Conclusions relative to all these services showed the Negro colleges to be inferior to comparable groups of white institutions.

For the *Intensive Study of Selected Colleges for Negroes* it was decided to use the standards of the North Central Association colleges as the criteria for evaluation. The sample of colleges chosen for the study included 25 institutions from fifteen states and the District of Columbia; all types of institutions were included. The *Survey* lists areas of investigation as follows: "Aims and Purposes of the Institutions," "The Faculty," "The Curriculum," "Instruction," "Student Personnel Service," "Administration," "Financial Expenditures and Support," and "Co-operation among Institutions."

Among the outstanding findings of this volume is the fact that only a few of the institutions give particular attention to the special problems and needs of the Negro group in their statements of aims and purposes. Catalog statements are often vague and misleading. Here, it would appear, Negro education is lacking in proper direction toward desirable goals or else is dissipating its efforts without desired accomplishments in training. The status of the faculty members came under a searching examination which covers many

aspects, including competence, organization, salaries, and tenure; much room for needed improvement was indicated. The *Survey* mentions the creditable showing of these institutions in developing instructional programs which are meeting the needs despite numerous handicaps, though they fail to come up to the level of the North Central Association group. In administrative practices among the colleges studied, comparisons with acceptable practices place them in a very low rank. Special criticism here is applied to administrative control, appointment of faculty members, and provisions for life insurance, retirement, and sabbatical leaves. Throughout the eight areas of investigation the study exhibits careful examination; the analyses are thorough, and the conclusions seem fair and warranted.

In the *Survey* as a whole the findings are such as to provide fruitful study by Negro administrative and faculty groups. The information has to be accepted as authentic because of the department conducting the study. It is a highly important body of facts, and it is necessary reading to all who are charged with the guidance and shaping of educational programs and policies in Negro institutions. It has long been obvious that the learning programs of Negro colleges are deficient with respect to actually meeting the needs of the group. A definite philosophy as to what the Negro college is required to do must be evolved to raise the effectiveness of these institutions. Leadership within the group, social and cultural advancement, and economic stability are closely connected. The improvement of physical facilities has gotten under way, and visits to many campuses will substantiate the findings of the *Survey*; it is to be hoped that this trend continues, since there are still many desirable additions in the way of buildings and equipment which are needed by many of the colleges. Income is the great concern and, lately, many Negro institutions, especially the private ones, have been faced with necessary retrenchments due to reductions in revenue. Improvements in instructional programs, formed and expanded to meet special needs, and the betterment of the lot of the Negro college teacher are going to call for much larger expenditures than at present. Higher education is not a bargain-counter commodity, and the time has come when Negroes must free their minds from the idea that education is either free or cheap. With the rising economic status of the Negro group, students



can afford higher tuition fees than formerly, and citizens can contribute larger tax payments and donations than heretofore. The increasing interest of state and federal governments in raising the per capita expenditure for Negro youth is a factor of bright promise. And, finally, there is need for a healthy attitude on the part of Negro institutions to perform rigid self-analysis to determine weaknesses, following which they might set about to correct them.

JAMES A. HULBERT

Virginia State College Library

*Handbook on Education and the War: Based on Proceedings of the National Institute on Education and the War, Sponsored by the U.S. Office of Education Wartime Commission, at American University, Washington, D.C., August 28-31, 1942.* Washington: Government Printing Office, 1943. Pp. xv+344. \$0.55.

This *Handbook* is divided into two parts. The first includes brief statements made during the general conference sessions by persons who addressed themselves to topics like "Military Needs for Trained Manpower," "What Does the Navy Want from Education?" "What Are the National Needs for Trained Manpower?" "How Schools Can Participate in the 'Victory Savings Campaign,'" "What Is the Agricultural Part of the War Program?" "What the Army Air Forces Need from Education," "What Naval Aviation Needs from Education," and "What the Schools and Colleges Can Do To Help Win This War."

Most of the speakers were government or Army or Navy officials, and their recommendations were rather specific with a great emphasis upon (1) the need for fundamental instruction in mathematics and science and (2) the importance of having educators realize how important the war is. The reader can hardly avoid the impression that official Washington spoke on education with many voices. Every group "needed" something, and the channels of intercommunication between the groups seemed clogged.

Part II, entitled "The Problems," comprises more than two-thirds of the volume and includes the speeches and discussions, mostly by educators, which resulted from twenty-six symposia organized under these four major headings: "Training Manpower," "School Volunteer War

Service," "Curriculum in Wartime," and "Financing Education in Wartime." The statements made on the symposia were summarized tersely into one- or at most three-page abstracts. They cover an exceedingly wide range of topics and include a large amount of significant data.

One serious limitation to the *Handbook* as a handbook is that the materials are difficult to locate. There is no index, and the Table of Contents is too abbreviated, giving only the main thesis of each symposium and not the specific topics discussed. This means that some hundred topics are nowhere listed for ready reference.

STEPHEN M. COREY

University of Chicago

*Handbook of Federal World War Agencies and Their Records, 1917-1921.* By the NATIONAL ARCHIVES. ("National Archives Publications," No. 24.) Washington: Government Printing Office, 1943. Pp. xiii+666. \$1.25.

The *Handbook of Federal World War Agencies* is a timely and useful volume. Now, during the Second World War, the official records of the federal agencies concerned with the First World War have become increasingly important.

The volume is available in paper- and cloth-bound editions and lists over twenty-three hundred agencies—that is, individual units, divisions, bureaus, boards, administrations, etc. The main body of the work is arranged alphabetically by the key-word name of the smallest issuing unit, and in each case the names of the larger divisions of which it is a part are given.

One is immediately impressed by the success of the National Archives in acquiring so many of the archival records of the federal agencies for the First World War. However, in recording the location of records, such statements as "probably among those of . . .," "some may be among those . . .," and "whereabouts unknown" frequently appear. It is to be hoped that the records of the present world war agencies will all be permanently located in the National Archives immediately after the war, or even sooner if they can be spared by the issuing agencies.

The *Handbook* has three very useful features. First, it is prefaced by a selected bibliography of the general works concerning federal agencies in World War I. Second, throughout the *Handbook* proper are given "references" which record bibliographically any published studies concerning particular agencies or their functions.

Finally, at the end appears what is called the "Hierarchical List of Agencies Described in the Handbook," in which all bureaus, divisions, and units of the major agencies are listed under their parent departments or agencies.

This *Handbook* is a magnificent piece of work. A tremendous amount of research has gone into its compilation, and it brings to light the excellent work being done by the National Archives.

JEROME K. WILCOX

University of California

*War Information and Censorship.* By ELMER DAVIS and BYRON PRICE. Washington: American Council on Public Affairs, 1943. Pp. 79. \$1.00.

Coming at this time there is little to be said about the ideas about war information and censorship reprinted in this slim volume of eighty pages. These speeches and other public statements by Elmer Davis and Byron Price were made in order to clarify for the public the programs under which their respective offices operate. There has been and there can be no very fundamental criticism of the programs resulting from those ideas. We are a people at war, and we are ready to recognize that the withholding of certain information of potential advantage to the enemy is an important and necessary part of the waging of that war.

Not all of us agree, of course, that specific applications of those principles always seem wise and just, or even expedient; but that is another matter. Both Mr. Davis and Mr. Price stand ready to recognize mistakes of judgment or timing in specific instances; but they insist, and rightly, that their staffs are but human and subject to a normal amount of human fallibility. They might also say, though they have not done so here, that many of the decisions involving information and censorship are made by the military authorities rather than by their respective offices. They are thus frequently caught between seemingly unnecessary military restrictions, on one side, and public clamor for more information and less censorship, on the other.

So it is that a compilation of their public statements, of their pronouncements of the principles under which their respective offices operate, might prove to be an important and interesting source of information concerning

their attitudes toward certain specific points of policy. Such a source would, of course, be expected to indicate the circumstances under which each statement was made, as well as the date it was made, for in a rapidly moving world a man's opinions and utterances derive much of their special importance from their relation to the time at which he holds and says them. And, in order to be useful as a reference source, any secondary compilation must provide the means through which the interested reader may refer to the original statement, should he so desire.

These considerations, however, are apparently of little or no importance to the American Council on Public Affairs, for none of the reprinted statements is dated, and no indication of its occasion is given. It is even impossible to tell where the several different speeches and statements begin and end; all are run together under parallel subheads, as if all were parts of the same literary entity. The book is, consequently, of no value as a reference work. Even if a desired quotation or statement is found, there is no way of knowing when or where the statement was made, and its significance in relation to the rapid trend of events is lost entirely. Elmer Davis, in particular, frequently uses words like "now," "last month," and "this week," but no time references are given to place his remarks in their proper temporal framework.

The volume also shows signs of very poor editing—to say nothing of hasty proofreading. Even if Mr. Davis and Mr. Price did, in the course of more or less extemporaneous speaking, vary somewhat from strictly orthodox usage, there is no excuse for allowing ungrammatical phrasing, bad placing of commas, and improper use of dashes to appear in a published volume. One can but conclude that the compilation was prepared in haste with little or no thought of its potential usefulness to other than the casual reader. The casual reader, however, will have seen most of the included material before the appearance of the compilation; it is the student of the ideas and principles set forth in these addresses who might have found the volume of interest and value in studying the place of information and censorship in the total war effort. The student and serious reader will have to look elsewhere; the present volume cannot help him.

LEROY CHARLES MERRITT

State Teachers College  
Farmville, Virginia

*Recruiting Applicants for the Public Service: A Report Submitted to the Civil Service Assembly.*

By the COMMITTEE ON RECRUITING APPLICANTS FOR THE PUBLIC SERVICE. ("Policies and Practices in Public Personnel Administration.") Chicago: Civil Service Assembly of the United States and Canada, 1942. Pp. xvi+200. \$3.00.

This is the fifth volume in the series of comprehensive reports by the Civil Service Assembly dealing with various aspects of public personnel administration. When completed, these reports will constitute a rich source of information on approved personnel practices. Each volume in the series is presented as the report of a committee; in the present instance the committee chairman is J. Donald Kingsley, professor of government at Antioch College and co-author of the standard text in public personnel administration.

No library administrator can afford to overlook the thinking about personnel work that is being codified in these reports; but this volume on recruitment is of special interest. The dominant concept of modern public personnel administration is the creation of a career service system, and a good test as to whether the policies of an institution or jurisdiction are in line with this concept is to be found in its attitude on the recruitment of employees. The traditional attitudes of civil service commissions, and of other agencies too, have been (1) to leave the initiative for seeking employment to those who were sufficiently interested to do so and (2) to do little more than to keep out political appointees and the obviously unfit. The new attitude is one of positive recruitment—in Kingsley's happy phrase, "the quest for competence."

The first chapter of this book discusses the problem in broad, general terms and provides a stimulating statement of the theory of positive recruitment. The other chapters take up in greater detail the various procedures recommended for implementing this concept, viz., recruitment media, forecasting personnel needs, the examination schedule and announcement, the application procedure, and the pre-examination audit of applications. These more technical sections are generally sound and represent the progressive thinking in the field. Interesting data on the content and characteristics of examination announcements and of application forms are included, as well as a series of sample forms.

This volume is addressed primarily to cen-

tral personnel agencies and specifically to civil service commissions. But librarians will be mistaken if they think it does not speak to their condition also. Personnel policies in libraries are not generally in line with the best that are to be found in private industry or in government, let alone with those established as desirable by theory. Thus one of the bases of positive recruitment and of a career service is that employees should normally be hired at the bottom rungs of a ladder of positions, the higher levels of which are filled by promotion. Yet when one recalls the major appointments in libraries in recent years, one finds that most of them represented a policy of "promotion by moving" rather than "promotion from within." Of how many libraries can it be said that promising youngsters are being systematically recruited and trained for advanced positions in the institutions? No doubt one reason why several important appointments of chief librarians in recent years have gone to men outside the profession lies in the fact that a new generation of library administrators had not been raised up.

The theoretical section of this volume applies so directly to the problem of libraries that no translation is required. And even the chapters on practical procedures are not without value. Thus the report distinguishes between direct recruitment for a specific vacancy and anticipatory recruitment (what we should call "recruitment for the profession"). Most libraries leave this latter job to the library schools, though it is the libraries themselves that stand to gain or lose most by the results. And for those non-civil service libraries that receive more applications than they have vacancies to fill, this report points out that the adequacy of recruitment is not to be measured by the application rate alone (especially of self-selected candidates); such fortunate institutions are in a position (1) to direct their recruitment efforts at the sources known to produce the most promising candidates and (2) to raise the minimum qualifications for appointment, and it is recommended that they do so.

There is no gainsaying the evident truth that the establishment of a career service in an institution raises difficult and vexing problems. But it is possible that the other problems libraries face will not be solved satisfactorily until men and women who have the ability and imagination to find and work out those solutions are brought into the profession in sizable numbers. And the procedures by which such individuals

will be recruited on a large scale are not likely to differ greatly from those laid down in this book.

HERBERT GOLDHOR

*Hillside, New Jersey*

*Public Library Statistics, 1938-39.* Prepared by RALPH M. DUNBAR and EMERY M. FOSTER. (Federal Security Agency, U.S. Office of Education, Bulletin 4 [1942].) Washington: Government Printing Office, 1942. Pp. v+125. \$0.20.

As part of its function of providing information about all kinds of educational activities, the Bureau of Education, beginning with its report of 1870, has collected and published statistics of public, society, and school libraries at various intervals.

*Public Library Statistics, 1938-39* is a departure from former practices in that it includes public libraries only, as covered by Joeckel's definition: "Any library which has been officially charged with the responsibility, or has voluntarily assumed the responsibility, for providing free library service of a general nature [including both reference and circulation] to a particular community, or to a more or less definite portion of it."<sup>1</sup>

The data used were gathered covering the period for the fiscal year "which ended any time on or after June 30, 1938, and before July 1, 1939." This is the first statistical report by the Office of Education based upon data secured through the use of the new uniform statistical report forms compiled by the A.L.A. Committee on Uniform Statistical Report Forms and approved by the A.L.A. Council and the U.S. Office of Education. As a result, the tables have been made on a different basis from those in earlier reports, and contrasts with other years could not be shown.

The tables included give state summaries of various basic data for 1938-39, as indicated by the following list: (1) number and distribution of public libraries; (2) population served, circulation, registration, book stock; (3) personnel; (4) receipts; (5) expenditures and endowments; (6) per capita book stock of reporting libraries; (7) per capita expenditures of reporting libraries; (8) number and per cent of towns maintaining public libraries, distributed by size

of town; (9) number and per cent of libraries distributed by amount of operating expenses; (10) number of libraries distributed by number of hours open per week; and (11) statistics of public libraries.

Table 11, "Statistics of Public Libraries, 1938-39," gives detailed tabulation by states of individual libraries, covering area of service, number of volumes, and operating expenses.

The editors have pointed out the difficulties in such a comprehensive survey of public libraries arising from the numerous individual differences among these libraries and have suggested that these differences be kept in mind in using the report. These variations appear in matters of control, organization, and methods, not only among states but within a given state. The data used in compiling the tables apparently did not clarify existing adjustments and exceptions caused by the wide variations in the practices of various libraries in keeping statistical records. It is hoped that, as the uniform report forms continue in use, greater uniformity in keeping library statistics will result, which in turn will tend to decrease many such adjustments and exceptions.

The tables do give a quantitative survey of public libraries in the United States and cover the essentials in a usable form. It is presumed that future reports by the Office of Education will use the same form and content of tables, permitting the inclusion of additional tables, contrasting returns over various periods. Such a series of reports will grow in significance as it grows in number and should be a valuable record of the history of public libraries in the United States.

GEORGE C. ALLEZ

*Library School  
University of Wisconsin*

*A Story of the Akron Public Library, 1834-1942.*

By HELEN L. PARDEE. Akron, Ohio: The Library, 1943. Pp. 52. \$0.25.

The practice of printing library histories and surveys covering many years of library activity is an excellent one. They give a historical background which must inevitably stimulate the interest of staff members. They are suggestive to library workers generally, and they place in proper perspective library events which in annual reports frequently show faulty proportion. Such a successful publication is *A Story*

<sup>1</sup> *Government of the American Public Library* (Chicago: University of Chicago Press, 1935), p. x.

of the *Akron Public Library, 1834-1942*, written by Mrs. W. E. Pardee of the Akron Board of Library Trustees.

This well-indexed and attractively illustrated publication of fifty-two pages is the readable history of an American library which, decade to decade, kept pace with the development of its community—from a village of approximately 1,000 citizens in 1834 to the great industrial city of today with nearly 300,000 people. It is a heartening account of a library's sensitivity to its surroundings and possibilities. These have been largely realized through the high type of library personnel in Akron and the interest of capable trustees. Later Akron librarians, whose portraits are shown in this printed history, include Mary Pauline Edgerton; Maude Herndon; Herbert S. Hirshberg, the present director of libraries, Western Reserve University, Cleveland; and Will H. Collins, Akron's present librarian.

An idea of the library's expansion and its successful response to demands made on it come from reading the *Story*. As late in its existence as 1870, the Akron Library was entered from a dimly lighted stairway and heated by a coal stove. Books were in cabinets behind heavy glass doors. Railings barred the public from these cases, which were to be opened only by the librarian, his assistants, or board members. No book could be laid aside for a reader, and no child under twelve years of age could borrow a book.

Today this library, with a book stock of a quarter of a million volumes, a new main library building, and nine branch libraries, is operated by a staff of 109 employees. Its activities are characterized by successful work with children, use of the radio, Readers' Bureau service, extensive help to all phases of Akron life, and the numerous other contributions which make a public library an integral part of its community.

Perhaps nothing illustrates Akron's library spirit better than the recent conversion of the former *Beacon Journal* building into one for the main library. The structure was a slightly three-story fireproof brick building with ample light and a flat roof. There was nothing in the way of unremovable dividing walls or other hindrances to prevent its successful adaptation for library purposes. Consequently, the Akron Public Library operates today in a spacious and usable building. Years ago John Cotton Dana remarked that a library building was primarily

a place to work in—not to look at. Akron's new building seems to fulfil both desiderata.

*A Story of the Akron Public Library* is a stimulative record of its growth and accomplishments.

CHALMERS HADLEY

*Cincinnati Public Library*

---

*Library Manual*. By the DEPARTMENT OF JUSTICE. Rev. ed. Washington: Department of Justice, 1941. Pp. 65.

Much thought has been directed in recent years by the Association of American Law Libraries toward the preparation of manuals of law library service. It is agreed that need for such manuals has long existed; however, some difference of opinion has prevailed as to just what type of manuals should be prepared. Should they set out the fundamental principles of library economy, such as might be adapted to the needs of law library service, and treat of the basic rules of order, accessions, classification, cataloging, reference, and circulation; or should they be devoted to the practice and procedure in law library service and set forth the ordinary and routine rules incident to such daily practice? These are matters which have been difficult to decide; and, as a result, little has been accomplished along such lines in aiding the untrained librarian or in the improvement of the law library in general.

Just as most of the large metropolitan newspapers have their so-called "style manuals," so many of the large libraries have their practice manuals. Such manuals are more or less of an esoteric character; they are supposed to direct the internal working of the particular library and are not designed to set forth any principles of library economy. Sometimes they are printed, as that of the Enoch Pratt Public Library of Baltimore, and elaborately compiled; more often they are typewritten only. Such manuals frequently contain not only the rules for each department but also the forms to be used for the carrying-out of their respective duties. They are intended to serve as a guide to the individual staff members in the performance of their tasks and thereby to demarcate the functions of each department.

As pointed out above, little attention has been given to the preparation of practice manuals for law libraries. The manuals pub-



lished for the Yale Law Library under the direction of that eminent scholar and law librarian, Dr. Frederick C. Hicks, and the materials compiled by Professor Miles O. Price of the Columbia University Law Library are steps in the right direction.

The most recent addition to law library manuals is that of the Department of Justice, compiled by Matthew A. McKavitt and his able assistant, Mildred L. Dager. This compilation is just the sort of project that one might expect Mr. McKavitt to undertake, for he is one of the most progressive and professionally informed law librarians now in active service. Mr. McKavitt has a vision for maximum efficiency in service to the legal profession and is both bold and frank in his stand for attainment of that goal. In the preparation of his *Library Manual* he is pioneering within a virgin field. The law library profession may well be grateful to him for initiating such an enterprise. His task has not been an easy one; in fact, it has been more complicated than would have been the case if the library had been one devoted to less specialized and restricted activity. Without doubt the routine of practice within a library organized and controlled by governmental authority, with the maze of red tape and punctilious detail which characterizes governmental service, involves many exceptions and variations from that found in the average law library. This has added to the burden of compilation, but it has not detracted from the value of the project. While this *Manual* may not be typical in its entirety of the practice in other law libraries, because of this governmental objective, it does, aside from such special requirements, afford an excellent prototype for the consideration of law libraries in general. In fact, it is not at all inappropriate for such a library as that of the Department of Justice to pave the way for the more thoughtful preparation and use of law library manuals, and, because of the potential importance of such a manual, the one in question is herein reviewed with more particularity than a book of this type might ordinarily warrant.

In his Foreword, Mr. McKavitt states that the primary reasons for compiling this *Manual* are: (1) to provide a guide for present and future staff members which would enable them to accomplish more efficiently their share of the work and (2) to help each staff member obtain a more comprehensive idea of the processes of the library as they fit into the whole system.

These objectives are exceedingly broad and are purposely general. Viewed from the objectives proposed, the *Manual* must indeed meet the needs required. It should serve as a guide to the performance of staff duty and cannot but produce a more efficient contribution in service from the personnel involved. Likewise, it should provide the several members of the staff with a concept of how the library should function as an organic whole and the respective part which each should take in making this institution fulfil its purpose.

Viewed from a narrower standpoint, the *Manual* might well be even more definitive than it actually is. Much more detail as to the duties of the several members of the different divisions of the library might be included, and all such duties numerically outlined, within one prescribed nomenclature. In other words, the staff organization might be set out with more particularity and the duties of each member more specifically enumerated. In this respect the practice listed under "Preparation of Book-binding" is quite well done, but under the "Order," "Circulation," and "Reference" captions the detail is somewhat sketchy.

The *Manual* is divided into three parts comprising six divisions, with an excellent Index and two Appendices. The six divisions include: (A) "Administrative," (B) "Order and Accession," (C) "Catalog," (D) "Circulation and Main Desk Routine," (E) "Reference," and (F) "Preparation of Books. Binding." These are the usual and appropriate divisions. The subdivisions of "Administrative" pertain to the duties of the librarian and assistant librarian. This division might be enlarged to include some general provisions pertaining to the remainder of the personnel—such as relate to their attitudes toward the patron and toward their work. Some consideration of these attributes has been given in Part III, "General Instruction," where miscellaneous matters not otherwise classified are collected.

In a few places a statement of policy has crept into the *Manual*, notably on page 35 [B1(g)], where mention is made of the use of an orange-colored card for each periodical as it is paid for. Matters of policy might better be left out or phrased in categorical form in the nature of rules. Frequent use of the word "should" with reference to the duties of some member of the staff seems to imply an optional or discretionary function. Probably this is not



the intent of the *Manual*, and in such cases, as on page 17 [B4(f)], the use of the more positive form is preferable. (The passage referred to reads: "A letter should be sent to the recipients notifying them of the date of shipment." Compare this with the mandatory form as found on page 31 [D1]: "The following types of books may not be charged out.")

While of minor importance, the suggestion might be made that the terms "Corpus juris" and "Ruling Case Law" on page 35 [D2(a)] be changed to read "Corpus juris secundum" and "American Jurisprudence," respectively. Also, on pages 24 [C1(f)] and 35 [D6], various reference books are listed partly by complete titles and partly by author only. These lists could be improved by a more uniform designation.

In studying the form of the *Manual* one gets the impression that the data included are intended to do two things: (1) codify the library procedural rules for the use of its staff and (2) explain the library practice along various lines so that other libraries might be informed as to the methods therein employed. This is the *Manual's* greatest weakness. It leaves the impression of straddling, which, obviously, is not its intent.

Perhaps such statements as the formula for library glue, page 41 [F1(b)], could be eliminated unless the *Manual* is compiled to render the second service suggested above. In reciting the library procedural rules, those portions of the *Manual* included within the subdivision "Preparation of Books. Binding" are particularly praiseworthy.

In its revised form the *Manual* includes an appendix of "Library Forms" and a second appendix setting out the modified Library of Congress classification which has been devised to meet the needs of this library, or any other library which may see fit to employ it.

As a piece of pioneer draftsmanship and as a guide for further study this *Manual* should prove a valuable aid to law librarians. Doubtless it will be improved by further amendment, as the needs of the Department of Justice Library require, but, with or without change, it can be adapted to meet most of the practice and procedural requirements of the average law library. The Justice Library staff have made a substantial, worth-while contribution to law-library literature.

ARTHUR S. BEARDSLEY

University of Washington

*Introduction to Cataloging and Classification of Books.* By MARGARET MANN. 2d ed. Chicago: American Library Association, 1943. Pp. ix+276. \$3.25.

Since its first appearance in 1930 as one of the texts of the American Library Association's "Library Curriculum Studies," Miss Mann's work has been not only the standard textbook in cataloging but an ever present help to the practicing cataloger. Its pre-eminence will be made more secure by this new edition.

Although the general arrangement of the work remains the same, the text has been very largely re-written. Developments in the field of cataloging during the past thirteen years are fully reflected in changes and additions to the text. New cataloging tools, such as the Wilson printed cards and the L.C. catalog in book form, are brought to attention. The chapter on the arrangement of the catalog has been completely re-written on the basis of the new A.L.A. filing code. Perhaps the most interesting aspect of this new edition is the increased emphasis throughout on simplified and selective cataloging, the use of printed indexes in place of analytic and subject cards, and the problems created by the growth of card catalogs. Without renouncing any of her emphasis on the necessity of accuracy, consistency, and logical policy in the construction of the catalog, the author indicates economies which have proved their value in actual practice.

Two entire chapters of the first edition, "The Use of the Card Catalog" and "Cataloging and Classifying History Books," are omitted from this edition, although material from the former is incorporated here in other chapters. A number of special lists, such as the chronological list of catalog codes and the characteristics of a good cataloger, have been considered no longer necessary. The appendixes showing computations of output per cataloger and estimated cataloging costs have been retained. The bibliographies attached to each chapter have been thoroughly revised and brought down to date.

Two minor blemishes are observable in the arrangement of the text. Brief paragraphs on the divided catalog occur in two places (pp. 113 and 179), with somewhat different judgments of the value of this experiment. A discussion of the cataloging of microfilm has been attracted to the chapter dealing with duplicating processes for catalog cards, where it seems sadly out of

place. These are, however, small motes to be pointed out on such a wide surface.

WYLLIS E. WRIGHT

*New York Public Library*

*The Picture Collection.* Revised by MARCELLE FREBAULT under the direction of BEATRICE WINSER. ("Modern American Library Economy" series.) 5th ed. New York: H. W. Wilson Co., 1943. Pp. 87. \$1.25.

In view of the increasing interest in visual aid in education, this latest edition of *The Picture Collection* is timely. The Newark Public Library, whose methods and collections are here described, has long been noted for the extensive work it does in this field. Its lending collection of pictures was established thirty-five years ago under the guiding genius of John Cotton Dana, and since his death the work has been carried on with the same enthusiasm. There have been natural changes in methods with expansion and use, and these methods and changes are presented in minute detail. The contents cover such subjects as sources of material, equipment, processing, service, and subject headings. There is a directory of picture publishers with an index to the type of pictures they publish.

The many valuable and stimulating suggestions contained in this pamphlet should be of help in establishing and administering either a large or a small collection.

DOROTHY BREEN

*Art Department*  
*St. Louis Public Library*

*Proceedings of the Fifth All-India Library Conference Held in Bombay from the 3rd to the 6th April, 1942.* Published by Khan Bahadur K. M. Asadullah, Honorary General Secretary, Indian Library Association, 34, Chittaranjan Avenue, Calcutta.

Although there were libraries in India in the Middle Ages—long before the very discovery of America—at least three papers of this conference date the modern library movement in India from the work of an American librarian, William A. Borden, under the Maharaja Sayajirao Gaikwad of Baroda. Mention is made also of Asa Don Dickinson's work at the Punjab University.

So it is that this is only the fifth all-India

library conference and that several of the papers presented are emphatic in their criticism of present library conditions in India and in urging the increase and promotion of libraries, government support, a better economic, social, and academic status of the librarian, better administrative procedures (e.g., in the matter of "stock-taking"), more reference service, open access, longer hours of service, improved "issue" method, etc. Other papers point to lack of materials—particularly in reference books and children's books.

So it is too—and here the report of the conference has more informative value for Western librarians—that there are mentions of book and manuscript materials peculiar to India, two papers dealing with the history of book production in India (in connection with an exhibition, "The Book in India"), two papers on Indian bibliographical projects ("Plea for a Bibliography of Indian History" and "Importance of Annual Bibliography of Indian History and Indology"), and (pp. 181-221) a reprint of a "Souvenir to the Delegates," containing a brief history and description of Bombay and its libraries.

Having recently reviewed for the *Library Quarterly* two of Rao Sahib S. R. Ranganathan's books, the reviewer felt somewhat as though he were meeting an old friend, when he saw a picture of him in one of the illustrations in this volume and found him presiding over three of the sessions and either himself presenting or, it would seem, inspiring seven of the eight papers concerned with reference work, reference books, and bibliography. (It is worth noting that Mr. Sant Ram Batta's paper on the library movement in India refers to Mr. Ranganathan as "our greatest librarian today." Readers who are not familiar with Mr. Ranganathan's work may also be referred to B. I. Palmer's article "Ranganathan" in the *Library Association Record*, May, 1943).

Although the reviewer has already made objection to Mr. Ranganathan's definition of reference books in terms of structure rather than function, there is no gainsaying the fact that the reference usefulness of a book depends in great measure on the arrangement of its contents, and this symposium also deals with the "time factor," bibliographical periodicals, statistics of bibliographies available in different subjects, administration of reference books, and reference books among official government publications.

The conference was attended by eighty-two delegates and forty-four members of the Indian Library Association representing twenty-six towns and ninety-one institutions. Twenty-five papers were received, fourteen of which are published in full; there are also summaries of these and of others presented. All this signifies progress and achievement, as do even the lists of delegates and patrons.

HENRY B. VAN HOESEN

*Brown University*

*On the Gathering of a Library.* By HAL H. SMITH.  
Privately printed, 1943. Pp. 250.

Mr. Hal Smith states modestly in his book: "I am neither critic, scholar, editor, librarian, nor literary craftsman." One might well ask what purpose moved him, then, to embark on a task which would seem to require that he possess some, at least, of the qualifications implicit in these callings which he disclaims in such wholesale fashion. He answers that question in his first chapter.

I suggest a purpose and a reason for our library. . . . I suggest that it be gathered as an insurance against the staleness and lonesomeness of old age. You save money for old age. Why not build for it a reserve of stored-up pleasure? When many of your friends have gone, your business activity has ceased, your ability to travel the world is curtailed, and less and less you pass the threshold of your home, then your library will come into its own. Then it is that you can cash in this policy of insurance against your restrictions and your ennui.

This is as valid a reason as any for gathering a library, but it is one that will limit the number of Mr. Smith's readers. The book will have little appeal for the scholar, for instance, who will find no new clues to wisdom in its pages. The author assumes that his reader will want nothing so "laborious" to aid him in selecting his library as Mr. Mortimer Adler's rules, which he believes emphasize the *work* that is necessary in "real" reading, and he frankly directs his own advice to the gentle reader with whom he claims kinship and of whom he writes: "We read as amateurs, not blind to the chance that we may so improve ourselves that we may lose something of our amateur status, but content nevertheless with a wider range of interest and a lesser amount of specialized knowledge." Like Adler, however, he believes that our reading

must be grounded in those works that are known as the "great books," although he admits a little ruefully that he himself has found it hard at times to read Dante "all through," and that "Milton is not easy." The book is very definitely for the novice in reading, who will not challenge its simple recommendations. Especially will this be the case if the reader is also unfamiliar with the standard guides, outlines, and aids designed to serve those who depend wholly upon others to select their books or to confirm their own untutored choice.

In the chapter on "Reading," Mr. Smith reveals that he himself is a disciple rather of Richard Le Gallienne or Christopher Morley than of the erudite Adler, whose method of reading he describes as "mechanistic" and "threatening toil and trouble." In the chapter in which he takes up the problems of selection he mentions a few of the most famous "best" lists and suggests that titles which are common to any two of them can be accepted as among the world's best books of all times. There are literary critics, of course, who would not accept such a simplification of selection, but Mr. Smith does not write for such as these. He himself seeks and advises others to seek in literature "the loftier and finer qualities of humanity . . . pity and tenderness, beauty and humor." Writing of critics, he confesses that he prefers to rely on those who do not dissect authors and their plots, their styles and their theories, but to follow, rather, the tradition of the English critics of the eighteenth and nineteenth centuries who wrote without bitterness or malice. He suggests, therefore, that one approach the literature of criticism from two points: from Walter Bagehot at one end and from Paul Elmer More at the other. Those he recommends as "trustworthy" are Saintsbury, Matthew Arnold, Leslie Stephen, Augustine Birrell, Henry James, Professor Lounsbury, Richard Garnett, John Cowper Powys, and Christopher Morley. Some might protest that Henry James was not always tender, that John Cowper Powys could be cruel, and that Christopher Morley is not without malice. Mr. Smith saves himself from the reproach of a too narrow concept of criticism, however, by suggesting as a "short-cut" to the whole literature of criticism Paul Elmer More's *Shelbourne Essays*. While these cover a wide range of authors and their critical views, they are fundamentally inspired by the same philosophy as that which animates his own book.

Mr. Smith devotes a chapter to the Bible and Bible literature, but it is too brief and too casual to serve any but the completely uninitiated in religious literature. He is a little more expansive in commenting on the various biographies of Christ which he thinks the "amateur" should select for this section of his library. Here, as in his chapters on the selection of books of poetry, drama, history, biography, essays, and fiction, one is reminded of the analogy he draws in the beginning of his book between the gathering of a library and the planting of a garden.

It is when you begin to mass your colors, set your blue delphinium back of your white lilies, select your roses and plant your border and your vistas, that you start a real garden. So when you organize your book buying and begin to acquire your novels, your histories, your essays and the works of your favorite poets, then you will soon have a real library.

However, it is obvious that there are certain blooms which the author does not care "to mass" in his library garden or even to introduce into its design; that his preference is always for the most familiar genres, the "annuals" and the "perennials" of literature; and that he makes some very absolute *exclusions*. These do not seem legitimate until one remembers the purpose of the book: the gathering of a library to be enjoyed in age. Even then one is inclined to protest.

It is in his chapters on the literature of the specialized fields of knowledge that Mr. Smith's personal reactions find reflection in his advice. Readers who are interested in such fields as economics, sociology and government, or modern science and who turn expectantly to the chapters dealing with the literature of these fields will suffer something of a shock to learn of Mr. Smith's scorn for the modern literary product in these fields. But the author justifies his stand by reminding the reader again of the book's *raison d'être*:

Remembering the motif we set down for our library gathering, we can do without these controversial volumes, not that we want to close our eyes to developing political and economic thought, but because we need some *measure of peace in order to broaden our culture and ripen a tolerant benevolence* [the italics are my own] which may help us close our days in some intellectual comfort.

Among some of the books Mr. Smith thinks inimical to this "comfort" are such titles as

Charles A. Beard's *An Economic Interpretation of the Constitution of the United States* and Thorstein Veblen's *The Theory of Business Enterprise*.

In his chapter on "Poetry" he reveals a broader viewpoint, I am glad to say. There, forsaking his original horticultural simile, he gives the uninitiated some sound advice on the "laying down of a backlog" of books about poetry, lists some anthologies, and says a good word for the "new voices"! He writes:

We cannot dismiss these moderns. A later time may decide that they quite accurately reflected their own day. They may be a step towards a supreme victory of poetry when it shall have transmitted some message from the lathe, the locomotive, the cotton gin, and the power hammer as beautiful, stirring and potent for good as that which we now derive from the lark, the sunset or the midnight star.

Too bad that he could not have carried over to the social sciences this tolerant and liberal attitude.

There are few chapters in this book which the expert and experienced librarian will find useful, but young library-school students may discover that it has a pragmatic value not foreseen by the author. The chapters on "Translations," for example, on "Encyclopedias and Reference Books," and on "Bindings, Sets, and Limited Editions," may well serve as sieves through which they may strain the heavy substance of a first year's instruction in book selection, salvaging thereby a residue of titles—those few Mr. Smith regards as essential even in a private library.

For those who have foresight but little book knowledge, and yet have an awareness of the role books may play in life "when the more active delights have vanished," the book will be not only profitable reading but pleasurable as well, since the author very definitely underestimates his literary craftsmanship. He writes with ease and with an old-fashioned but delightful pedantry reminiscent of Charles Lamb and some of the essayists of the late eighteenth and nineteenth centuries whose literary expression he so much admires.

The binding, the format, and the typography are all beautifully consistent with the character and style of the book.

AGNES CAMILLA HANSEN

Pratt Institute Library School

## BOOK NOTES

*Webster's Biographical Dictionary: A Dictionary of Names of Noteworthy Persons with Pronunciations and Concise Biographies.* Springfield, Mass.: G. & C. Merriam Co., 1943. Pp. xxxvi+1967. \$6.50.

According to the Preface, the aims of the editors and publishers of this dictionary are "to provide in a single handy volume a work of biographical reference not restricted in its selection of names by considerations of historical period, nationality, race, religion, or occupation, and to supply the reader with full information on the syllabic division and the pronunciation of the names included." The basis of treatment of each entry is "to provide information most likely to be sought by the consultants of this Dictionary." Over forty thousand names are included, the entries ranging from a few lines to one page or more in length. The aims expressed in the Preface appear to have been admirably achieved. Particular pains have been taken with respect to the correct pronunciation and syllabic division of the names; and for this information, as well as for the dates and other main facts concerning the persons included, the volume is an invaluable reference tool.

*Statistical Abstract of the United States, 1942.* By the BUREAU OF THE CENSUS, U.S. DEPARTMENT OF COMMERCE. Washington: Government Printing Office, 1943. Pp. xxvi+1097. \$1.75.

This is the sixty-fourth annual edition of this publication, which includes summary statistics on many subjects from both governmental and non-governmental sources and is perhaps the most useful single reference tool of the librarian for material of a statistical nature pertaining to the United States. In order to obtain information which will be useful in evaluating material to be included in future editions, a postcard, to be filled in and returned to the Director of the Bureau of the Census, has been inserted in each copy of the present volume. Librarians in particular are urged to submit comments and suggestions for improving the usefulness of the book.

*Social Work Year Book, 1943: A Description of Organized Activities in Social Work and in Related Fields.* 7th issue. Edited by RUSSELL H. KURTZ. New York: Russell Sage Foundation, 1943. Pp. 764. \$3.25.

This useful reference work includes seventy-two signed articles on topics in the general area defined by the title. Emphasis throughout is on general functions and programs rather than on the work of any specific agency or institution. Although most of the articles obviously fall beyond the concern of the professional librarian, there are several in which he

is likely to be interested: "Adult Education," "Civil Liberties" (especially the sections dealing with censorship), "Post-war Planning," "Recreation," and "Youth Programs." The articles all have selective bibliographies appended. Part II of the *Year Book* consists of "Directories of Agencies," and there is a comprehensive index.

*"Effective Leadership: A Manual of Library Aids for the Successful Guidance of Organizations and Their Officers."* Youngstown 3, Ohio: Public Library of Youngstown and Mahoning County, 1943. Pp. 14. (Mimeographed.)

In this compact little library guide the people of Youngstown and Mahoning County have available much useful information about their library and what it can do for them. Never pedantic, always straightforward and lucid, the manual should prove a first aid to the harried program chairman and, indeed, to anyone who depends upon the library for something more than yesterday's best seller. Books on organizations and their management, how to conduct a meeting, preparation and presentation of talks, human relations, and recreational activities are listed as reading suggestions.

*Using the Library: A Faculty Handbook.* Greensboro: Woman's College of the University of North Carolina, 1943. Pp. 35.

It is no secret that college faculties are frequently only slightly less aware of their institution's library and its resources than are the students. The librarian of the Woman's College of the University of North Carolina is endeavoring, through this handbook, to enlighten his faculty not only for their own benefit but also for the benefit of the students with whom they come in contact. The faculty are almost discouraged from reading the entire pamphlet; as Mr. Lyle, the librarian, suggests in the Foreword, "its compact index suggests a reference use rather than a reading at one sitting." Although some of the content is burdened with the intricate details of library practice—e.g., rules of alphabetizing, methods of book acquisition—there is nothing too esoteric for the layman. The pamphlet is attractively put together and should prove distinctly helpful in making for a more frequent and especially more efficient use of the college library.

*Early Printing in Wyoming and the Black Hills.* By DOUGLAS C. McMURTRIE. ("Heartman's Historical Series," No. 67.) Hattiesburg, Miss.: Book Farm, 1943. Pp. 78. \$3.00.

This small book should interest the historian no less than the bibliographer and collector. It gives considerable information about cultural conditions



during the settlement of the area concerned and indicates where much more can be found. Inevitably, most of the imprints in the period covered (to 1871 in Wyoming and to 1880 in the Black Hills) were newspapers; but there were also a few independent publications—on Indian languages, local laws, and the mining industry.

*An Exhibition of Manuscripts and Printed Books at the University of Texas, October 1-30, 1942: Alfred, Lord Tennyson, 1809-1892.* By FANNIE E. RATCHFORD. Pp. 20. \$0.50.

On the occasion of the fiftieth anniversary of Tennyson's death the University of Texas drew upon its rich Wrenn, Aitken, and Stark collections for the exhibition described in this pamphlet. But here is no mere listing of titles with dull bibliographic detail. Instead, Miss Ratchford, who is librarian of the rare-books collections at the University, has written an absorbing account of the books and manuscripts on display, so that each item is seen in relation to the poet's career. Included, also, is a description of eighteen Wise forgeries, exposed in the Carter and Pollard *Enquiry into the Nature of Certain Nineteenth Century Pamphlets*.

*French Fiction.* Compiled by ALBERT L. RABINOVITZ. ("New York University Index to Early American Periodical Literature, 1728-1870," No. 5.) New York: William-Frederick Press, 1943. Pp. 45. \$1.50.

Although this check list is issued as one of the "New York University Index" series (described briefly in the *Library Quarterly*, XIII [1943], 89), it is, according to the compiler's introductory note, an outgrowth of a list appearing in his doctoral thesis, "Criticism of French Novels in American Maga-

zines, 1830-1860." Most of the items before and after these two dates, however, were taken from the Index. The list includes criticism, translations, and notes of French fiction published in American periodicals from 1802 to 1870. Some 75 of the 583 items are of a general nature; the rest concern individual novelists. Brief bracketed comments characterize the items which are not self-explanatory.

*Course for the Storyteller: An Outline.* By RUTH BUDD GALBRAITH. New York: H. W. Wilson Co., 1943. Pp. 15. \$0.35 (additional copies \$0.10).

Storytelling is no work for an amateur. In this useful outline Mrs. Galbraith, of the New Jersey College for Women, includes a great deal of information which should help the storyteller in getting and holding the listener's interest. It includes five units: "Choosing a Story," "Preparing the Story," "Telling the Story," "Planning a Story Hour," and "The Value of Storytelling." The pamphlet concludes with lists of stories and books about storytelling.

*El Servicio de bibliografía y referencia y la adquisición de libros en una biblioteca.* By MARÍA TERESA FREYRE DE ANDRADE. Havana: Asociación Bibliotecaria Cubana, 1942. Pp. 24.

The two essays which comprise this pamphlet are a welcome addition to the growing literature of librarianship in Latin America. The author argues with vigor that Cuba has paid insufficient attention to the bibliographical and reference services of the library—that there is too much preoccupation with the catalog, statistics, and the physical aspects of library buildings. General principles of book selection are suggested, and the social function of the library is emphasized throughout.



## BOOKS RECEIVED

- Aesthetic Experience and the Humanities: Modern Ideas of Aesthetic Experience in the Reading of World Literature.* By FRANCIS SHOE-MAKER. New York: Columbia University Press, 1943. Pp. xviii+339. \$3.50.
- The American: The Making of a New Man.* By JAMES TRUSLOW ADAMS. New York: Charles Scribner's Sons, 1943. Pp. ix+404. \$3.00.
- A.L.A. Glossary of Library Terms, with a Selection of Terms in Related Fields.* Prepared under the direction of the Committee on Library Terminology of the American Library Association by ELIZABETH H. THOMPSON. Chicago: American Library Association, 1943. Pp. viii+159. \$3.50.
- The Book of Canadian Poetry: A Critical and Historical Anthology.* Edited by A. J. M. SMITH. Chicago: University of Chicago Press, 1943. Pp. xvii+452. \$2.75.
- Bookmen's Holiday: Notes and Studies Written and Gathered in Tribute to Harry Miller Lydenberg.* Edited by DEOCH FULTON. New York: New York Public Library, 1943. Pp. xiii+573. \$5.00.
- "Check List of Historical Records Survey Publications." Prepared by SARGENT B. CHILD and DOROTHY P. HOLMES. ("W.P.A. Technical Series: Research and Records Bibliography," No. 7.) Washington: Federal Works Agency, Work Projects Administration, 1943. Pp. 110. (Mimeographed.)
- Coronal.* By PAUL CLAUDEL, translated by SISTER MARY DAVID, S.S.N.D. New York: Pantheon Books, Inc., 1943. Pp. 257. \$2.75.
- Decisions of the United States Courts Involving Copyright, 1939-1940.* By the COPYRIGHT OFFICE, LIBRARY OF CONGRESS, compiled and edited by HERBERT A. HOWELL. ("Copyright Office Bulletins," No. 23.) Washington: Government Printing Office, 1943. Pp. vii+391. \$1.00.
- Development of Collective Enterprise: Dynamics of an Emergent Economy.* By SEBA ELDRIDGE and ASSOCIATES. Lawrence, Kan.: University of Kansas Press, 1943. Pp. viii+577.
- Early Printing in Wyoming and the Black Hills.* By DOUGLAS C. MCMURTRIE. ("Heartman's Historical Series," No. 67.) Hattiesburg, Miss.: The Book Farm, 1943. Pp. 78. \$3.00.
- Encyclopedia of Substitutes and Synthetics.* Edited by MORRIS D. SCHOENGOLD. New York: Philosophical Library, 1943. \$10.
- French Fiction.* Compiled by ALBERT L. RABINOVITZ. ("New York University Index to Early American Periodical Literature, 1728-1870," No. 5.) New York: William-Frederick Press, 1943. Pp. 45. \$1.50.
- The Glorious Adventures of Tyl Ulenspiegel.* By CHARLES DE COSTER, translated by ALLAN ROSS MACDOUGALL. Pp. xii+496. \$3.50.
- The Growth of American Thought.* By MERLE CURTI. New York: Harper & Bros., 1943. Pp. xx+848. \$5.00.
- Handbook of Federal World War Agencies and Their Records, 1917-1921.* By the NATIONAL ARCHIVES. ("National Archives Publications," No. 24.) Washington: Government Printing Office, 1943. Pp. xiii+666. \$1.25.
- Introduction to Cataloging and the Classification of Books.* By MARGARET MANN. 2d ed. Chicago: American Library Association, 1943. Pp. ix+276. \$3.25.
- A List of Books on the History of Science: Second Supplement, Part I: General Science; Part II: Mathematics.* Prepared by REGINALD B. GORDON. Chicago: John Crerar Library, 1942. Pp. 12, 19.
- Man, Real and Ideal: Observations and Reflections on Man's Nature, Development, and Destiny.* By EDWIN GRANT CONKLIN. New York: Charles Scribner's Sons, 1943. Pp. xvii+247. \$3.50.
- Man the Measure: A New Approach to History.* By ERICH KAHLER. New York: Pantheon Books, Inc., 1943. Pp. 700. \$5.00.
- Manual práctico de clasificación y catalogación de bibliotecas.* By JORGE AGUAYO. ("Biblioteca de historia, filosofía y sociología," Vol. XII.) Havana, Cuba: Jesus Montero, Obispo 521, 1943. Pp. 142. \$2.00.
- A Manual for Trustees of Colleges and Universities.* By RAYMOND M. HUGHES. Ames, Iowa: Iowa State College Press, 1943. Pp. ix+166. \$2.50.
- "North Texas Regional Union List of Serials." Edited by W. STANLEY HOOLE. Denton, Tex.: North Texas State Teachers College, 1943. Pp. xvii+532. (Mimeographed.)

- "Official War Publications," Vol. VI. By JEROME K. WILCOX. Berkeley: Bureau of Public Administration, University of California, 1943. Pp. 274. \$1.75. (Mimeographed.)
- Out of This Nettle, Danger. . . .* By HAROLD W. DODDS. Princeton: Princeton University Press, 1943. Pp. 57. \$1.00.
- The Panama Route, 1848-1869.* By JOHN HASKELL KEMBLE. ("University of California Publications in History," Vol. XXIX.) Berkeley: University of California Press, 1943. Pp. 316.
- Pennsylvania German Literature: Changing Trends from 1683 to 1942.* By EARL F. ROBACKER. Philadelphia: University of Pennsylvania Press, 1943. Pp. ix+217. \$2.50.
- Philosophies at War.* By FULTON J. SHEEN. New York: Charles Scribner's Sons, 1943. Pp. 200. \$2.00.
- The Readability of Certain Type Sizes and Forms in Sight-saving Classes.* By HAROLD J. McNALLY. ("Contributions to Education," No. 883.) New York: Board of Publications, Teachers College, Columbia University, 1943. Pp. vi+71. \$1.75.
- The Repair and Preservation of Records.* By ADELAIDE E. MINOGUE. ("Bulletins of the National Archives," No. 5.) Washington: The National Archives, 1943. Pp. 56.
- Resources of Pacific Northwest Libraries: A Survey of Facilities for Study and Research.* By JOHN VANMALE. Seattle: Pacific Northwest Library Association, 1943. Pp. xv+404. \$4.00.
- Shadow of Night.* By AUGUST DERLETH. New York: Charles Scribner's Sons, 1943. Pp. 354. \$2.50.
- A Short History of the Chinese People.* By L. CARRINGTON GOODRICH. New York: Harper & Bros., 1943. Pp. viii+260. \$2.50.
- State Law Index: An Index to the Legislation of the States of the United States Enacted during the Biennium 1941-1942.* Ninth Biennial Volume. Compiled by the STATE LAW INDEX SECTION, LEGISLATIVE REFERENCE SERVICE, LIBRARY OF CONGRESS. Washington: Government Printing Office, 1943. Pp. vii+765. \$1.75.
- "Statistics of Pennsylvania Free Public Libraries Serving Populations of 10,000 to 100,000 Persons." Committee of Free Public Libraries, Pennsylvania Library Association, 1943. Pp. 20. (Mimeographed.)
- Subject Heading for the Information File: With Notes on Setting Up a File of Ephemera.* Compiled by LOIS M. WENMAN and MIRIAM OGDEN BALL. ("Modern American Library Economy Series.") 5th ed. New York: H. W. Wilson Co., 1943. Pp. 110. \$1.25.
- Subject Index to Books for Intermediate Grades: First Supplement.* Compiled by ELOISE RUE. Chicago: American Library Association, 1943. Pp. 197. \$2.50.
- Using the Library: A Faculty Handbook.* Greensboro, N.C.: Woman's College of the University of North Carolina, 1943. Pp. 35.
- Webster's Biographical Dictionary: A Dictionary of Names of Noteworthy Persons with Pronunciations and Concise Biographies.* Springfield, Mass.: G. & C. Merriam Co., 1943. Pp. xxxvi+1697. \$6.50.
- Work with Children in Public Libraries.* By EFFIE L. POWER. Chicago: American Library Association, 1943. Pp. viii+195. \$3.00.

By  
ork:  
2.50.  
m of  
dur-  
nnial  
INDEX  
TICE,  
Gov-  
765.

Li-  
o to  
blic  
ion,

With  
era.  
IAM  
rary  
H.

des:  
UE.  
ion,

ens-  
ni-

ary  
ra-  
ng-  
p.

By  
Li-  
95.